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ABSTRACT

This curriculum emphasizes successful transition from school to work and to a quality adult life for students with mild disabilities. The curriculum includes a scope and sequence outlining 11 subject matter content areas, covering tasks appropriate for learners from a developmental age of 1 month to 21 years. The 11 content areas include psycho-perceptual, early development, basic skills, comprehensive basic skills, essential skills, science, social studies, health/safety, basic living, social/emotional, and career education. Within the subject areas are listed 2,000 objectives for use in individualized education programs or individualized transition plans. A process is presented for aligning the transition curriculum with core curriculum content areas. Many objectives include references to instructional materials. A computer-searchable set of the curriculum objectives are also available for Apple IIe and IBM PC computers; the curriculum text provides directions on accessing objectives on the diskettes, selecting them for printout, modifying objectives, and adding new objectives. The curriculum was designed so that sections could be used independently; many subcomponents can be modified or replaced to meet users' unique needs. Also described are student activities called "transition projects," which parallel individualized education program goals related to transition and are performed in non-school environments. (JDD)

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Model Curriculum Emphasizing Transition

A Curriculum Planning Guide for Students with Mild Disabilities

Education Transition Center

ETC School Work

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

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1988

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Model Curriculum Emphasizing Transition

A Curriculum Planning Guide for Students with Mild Disabilities

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PREFACE

Special educators, students with mild disabilities, and their parents are facing numerous challenges and opportunities stemming from a national movement that emphasizes successful transition from school to work and to a quality adult life. The purpose of the Transition Curriculum presented in this document is to enable educators, parents, and students to meet some of those challenges and to make the most of those opportunities. Challenges related to transition include maximizing student learning based on regular education curricula, selection of appropriate special curricula, and completion of effective assessment and instructional planning. Meeting those challenges will offer students opportunities to learn skills which, when applied in non-school environments, will improve chances for success.

Transition Curriculum components, most of which are similar to those found in typical curriculum development projects, are designed to promote success in the first few years immediately after students leave school. That success is obviously sought in vocational and independent living realms, but it is also a goal in other areas of life, including: social interaction, recreation, citizenship, and community involvement. Transfer of success beyond the walls of the classroom is part of the purpose of transition: to give young people with mild disabilities education and training so that they will be competent in all life skill areas when they leave school. The result

should be that more of these students will become responsible, independent adults who live, work, and participate in their communities as active, positive citizens.

Perhaps the most noteworthy characteristics of this Transition Curriculum are its breadth and flexibility. Breadth refers to the fact that components range from a philosophy statement and definitions of transition constructs to an extensive set of special education goals and objectives in both print and computer disk formats. The curriculum ranges from general background to specific tools. To increase the accessibility of components with broad appeal for practical uses, the "User's Guide" was added.

The other major feature of the Transition Curriculum, flexibility, is required by the projected audience and the variety of probable uses. That audience includes teachers, career and vocational educators, curriculum specialists, and other school staff members. Prospective users work for all sizes and types of school agencies; serve urban, suburban, and rural areas; and have widely varying professional backgrounds. Their expectations of and needs for transition curriculum resources vary from general information to specific tools for planning and carrying out instruction. To meet this wide range of needs, the Transition Curriculum was designed so that sections could be used independently. In addition, many subcomponents can be modified or replaced to meet the user's unique needs. As an example, a special education resource specialist working in a suburban high school and using a well-developed district curriculum might choose to use only the Transition Curriculum career

education goals and objectives, modifying them to match his/her district's curriculum format. Another user, the special education administrator of a medium-sized rural district, might want to use the entire document without modifications to guide IEP development and transition planning in his/her entire district. Rather than being a closed system, the Transition Curriculum is designed to meet the various needs of many different types of users as they develop and implement transition concepts.

Acknowledgements

Many dedicated, knowledgeable individuals contributed to the development of the Transition Curriculum. The project was based on a comprehensive collection of goals and objectives for mildly disabled students at levels from preschool through grade 12. That document was developed by numerous committees composed of Merced Special Education Local Plan Area (SELPA) staff, teachers, and parents. A number of consultants also contributed to the original project. Committee members and consultants are listed in Appendix A.

The team responsible for developing the Transition Curriculum included the following individuals:

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Invaluable assistance was provided by a group of professionals in fields related to career and vocational education curriculum for persons with disabilities. That group includes: Laetitia Carmack, Vocational Transition Specialist for the San Jose Unified School District; Gail Gross, Special Education Curriculum Resource Teacher, San Diego Unified School District; John Haynes, Career and Vocational Education Administrator for the Mendocino County Office of Education; Devi Jameson, Vocational Coordinator for the Richmond Unified School District; Jeanette Johnson, Coordinator of Instruction for the Huntington Beach Unified High School District; Patt Kearly, Field Service Coordinator for the Education Transition Center, California State Department of Education; and Patty Zembrosky-Barkin, Research Assistant, Rehabilitation Research and Training Center in Mental Retardation, University of Oregon. These individuals reviewed and critiqued the preliminary draft of the Transition Curriculum. They provided numerous suggestions for improvements which have been included in the final version.

We wish to express special recognition to Albert Brigance, originator of the Brigance © Diagnostic Inventory** series, for his permission to adapt its content for use in the curriculum. Four of the Transition Curriculum's eleven sets of goals and objectives are based on the Brigance © Inventories. Their titles are, "Early Development", "Basic Skills", "Comprehensive Basic Skills", and "Essential Skills".

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* Brigance © - copyright of Curriculum Associates, Inc.
** Brigance, 1976 & 1977, 1978, 1981, 1983.

The California State Department of Education, Special Education Division Education Transition Center's staff and administrators deserve much credit for sponsoring development of this curriculum. They launched the statewide phase-in of transition implementation with the broad range of projects included in the 1986-87 Transition Grant Competitions. This ambitious array of studies and program development activities will provide a firm foundation for the startup of transition programs for mildly disabled students in California. The vision and commitment of these special educators are commendable.

Although we have benefited from the assistance of many in developing the Transition Curriculum, it is only proper to add that any errors of fact or judgment in this final product are the responsibility of the authors and editor.

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Introduction

INTRODUCTION

Assumptions*

This curriculum is based on certain underlying assumptions, expectations, and definitions which need to be clearly delineated. The fundamentals listed below provide a conceptual foundation for the focus of this document: successful transition from school to quality adult life.

Each member of our society, including those with mild disabilities:

- Shares a fundamental equality of opportunity.
- Is unique in ability and achievements, heredity and environment, character and temperament, degree of dependence upon society, and ability to contribute to society.
- Deserves the opportunity to prepare for a productive, rewarding, and independent adult life.

Thus, public education should:

- Focus on individual learning characteristics and needs.
- Address the well-balanced development of all capabilities, including physical, social, intellectual, emotional, aesthetic, vocational, and moral areas.
- Provide individuals with exceptional needs with efficient and effective educational programs that emphasize preparation for independence and productivity.

Consistent with the basic assumptions listed above, curricula for students with exceptional needs, including those with mild disabilities, should include:

- Educational experiences that differ from those found in the regular education program only when those differences are necessary to meet the student's unique needs, and then to the minimum degree necessary to meet those special needs.

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* Adapted from Philosophy Statement by the Division of Support Services, Special Education/Special Schools Philosophy, Los Angeles County Office of Education, 1981.

- A full range of learning opportunities at all grade levels and in all content areas, from basic academics to vocational and independent living skills, in appropriate school and community settings.

- Unique, individualized programs designed to provide opportunities to begin experiencing success and independence in work, social interaction, basic self care, recreation, and all other essential aspects of adult life upon leaving school.

Transition and Curriculum

The definition of transition, as adopted by the California State Department of Education and employed in this document, is:

> "...a purposeful, organized and outcome oriented process designed to help every student at risk move from school to employment and a quality adult life." (California State Department of Education, January, 1987).*

Corollaries of the definition include:

- Educational outcomes should promote appropriate employment, independent living, social and recreational activity, and continuing education.

- Coordination of education and other service delivery systems should promote successful adult life.

- Definition of students "at risk", i.e. those who experience barriers to successful completion of school, includes those with mild handicaps such as learning disabilities, mild mental retardation, speech and language handicaps, some physical disabilities, and others. Mild disabilities qualify them for special education programs yet do not prevent them from access to learning at least some core curriculum content. This is the primary target group for the Transition Curriculum.

The transition process has four components which also need to be defined:

1. Foundation - After being identified as being "at risk" or having exceptional needs, students are given the opportunity to gain skills which are necessary, either directly or indirectly, for

* Definitions and descriptions of transition included in this and other portions of the Transition Curriculum are taken directly from those established by the California State Department of Education. Appendix B contains copies of the official State Department definition and two graphic representations of the transition process.

successful employment and adult life. Involvement with this component could occur from the age of one or two months and continue until age 21.

2. Process - The student, the family, key educators, and other service providers work together to develop and carry out a written individualized transition plan (ITP). The ITP clarifies transition related needs, goals, and services with input/approval from parents and students as an integral part of the development process. This step begins no later than the 9th grade or age 14. (See APPENDIX C for excerpts from a recently published paper defining transition plans.)

3. Culmination - Responsibility shifts from the education system to the student, family and/or the adult service delivery system. Culmination activities begin during the last two years of school and include the point of separation from school as well as the following two years.

4. Follow-up - Student outcomes are monitored and evaluated by the educational system, generating feedback for transition programs and, as necessary, referral of students and families to other service providers . Follow-up will continue for two years after the student leaves school.

Our assumptions, expectations, and definitions suggest certain general characteristics of a transition curriculum for students with mild learning disabilities. These characteristics include:

- Subject matter for individuals from preschool through grade 12 or age 21.
- Subject matter in all basic academic content areas and other areas related to success in independent living/work and other realms of adult life.
- Organization of content that facilitates individualized planning and instruction for students with a wide range of special needs.
- A means of interfacing with the state mandated curricula for regular or base educational programs.
- Adaptability to the wide variety of instructional planning processes currently in use for students with mild disabilities.
- Organization around transition-related content areas, knowledge, and skills.

No curriculum has been previously developed for California students which includes these general characteristics.

Background and Need for a Model Transition Curriculum

Recent developments in the philosophy and implementation of transition services, as well as related curriculum and program structures set the stage for the potential success of a model statewide transition-oriented curriculum. These developments include:

- Origin and development of transition planning and training concepts with severely handicapped individuals (Brown, et.al., 1979). Since the Individual Critical Skills Model and supported work have provided a means of meeting the needs of that population in California, the much larger mildly handicapped group is a logical target of a statewide framework for transition instruction.
- Recent emphasis among transition program developers on goals, objectives, and content of transition training (Wehman, 1984).
- California's recent thrust toward linking special education instruction and regular education or core curricula.
- California's plans for reducing barriers between categorical programs, presumably including curricula, so that students can receive more coordinated, effective services (Thornton, 1986).
- Recent development of numerous curriculum systems which include elements related to transition suggests that a statewide model could be extensively used in the development of new curricula and the revision of existing curricula (See Appendix D).

What beneficial results might the transition curriculum ultimately make available to special educators and others involved with programs and services for students with mild disabilities? The recent writings of experts in the field offer a number of possibilities:

- Increasing awareness of teachers and parents of children <u>of all ages</u> with mild disabilities that the ultimate goal of education is to maximize the quality and productivity of adult life (Will, 1984).

- Operationalizing transition as a developmental, long-term educational process by identifying foundation, process, and culmination skills and providing a means to teach those skills (Brolin, 1985).

- Encouraging many special educators to shift their emphasis from academics for proficiency tests and graduation requirements to skills which will transfer to adult life (Halpern & Benz, 1984).

- Better utilizing the potential for independence and productivity of students with mild disabilities, numerically the largest group of students receiving special education. This is the group which has the greatest potential for functioning without any special fiscal or direct service support as adults (Bellamy, 1985).

- Increasing the possibility that the impact of special education for the target group can be measured and evaluated on a statewide basis so that program improvement and cost effectiveness strategies can be instituted (Brolin, 1985).

Use of the Transition Curriculum has the potential to effect the following specific changes in the provision of special education to students with mild learning problems: 1) IEPs and instruction will focus to a greater degree on transition goals; 2) transition skills will be evaluated, addressed in IEPs and other individualized plans, and taught to more students at all grade levels; 3) many more students will have jobs and independent living arrangements immediately after they leave school; and 4) evaluation data on students, including transition follow-up information, will be used to modify IEP development and instruction on a statewide basis. It seems clear that the need for the proposed model curriculum is related to major and necessary improvements in instructional planning and implementation for students with mild disabilities in California.

Contents of the Model

The Transition Curriculum includes the following elements:

- A scope and sequence composed of subject matter content areas, each with a list of subtopics which correspond to IEP goals.

- A summary table cross-referencing scope and sequence content areas with the California State Model Curriculum Standards core subject matter content areas.

- A process and format for aligning core curriculum content areas with alternative curricula*, especially with the Transition Curriculum goals and objectives.

- An optional transition planning activity, the "Transition Project", incorporates a number of IEP goals related to transition and specifies performance in non-school environments.

- Educational goals and objectives, classified by their probable use in the foundation, process, or culmination components of transition, grouped in eleven content areas and including, for most transition objectives, references to instructional materials.

- Diskettes for Apple IIe and IBM PC computers which contain the complete set of goals and objectives embedded in software designed to allow for the selection, modification, and printing of IEP goals and objectives.

The elements of the Transition Curriculum may be used independently of one another to perform a variety of curriculum and instructional planning functions. They may also be modified to meet the specific requirements determined by unique student populations, program characteristics, and community employment or independent living resources. The Transition Curriculum, in its current or in modified form, may also be used as an integrated set of tools to: 1) establish linkage between core and special curricula; 2) test the comprehensiveness of special curricula; 3) develop comprehensive, coordinated IEPs and ITPs for individual students with mild disabilities; and 4) select instructional materials to implement those individualized programs.

* Adapted from and used with the permission of the developers of Comprehensive Model of Curriculum Development, San Diego Unified School District, Special Education Department, 1985, San Diego, CA.

Scope & Sequence

SCOPE AND SEQUENCE

Description

The organization of the Transition Curriculum is based on eleven categories of educational goals and objectives. Listed in Table 1 below, these categories are designed to facilitate assessment and instruction of a wide variety of skills, with emphasis on basic academic and career/vocational education.

The variety of subject matter covered in the goals and objectives is clear from the goal area titles. However, even with the content breadth represented here, the goals and objectives could be expanded to include art, family life/sex education, and foreign language areas. Transition Curriculum content extends a great deal in the dimension described by student age, developmental level, grade level, and/or degree of difficulty. Definitions of the "Psycho-Perceptual" and "Early Development" areas indicate subject matter appropriate for infants and preschoolers. Likewise, the "Essential Skills", "Science", "Basic Living", and "Career Education" areas extend to the post-high school level. In summary, Transition Curriculum subject matter content is extensive, although not all-inclusive, and covers tasks appropriate for learners from a developmental/age level from one month to 21 years.

Another important feature of Transition Curriculum is the overlap of content areas, and in some cases, repetition of objectives, from one goal area to the next. As described in Table 1., they are not mutually exclusive in academic content because the four

TABLE 1

TRANSITION CURRICULUM GOAL AND OBJECTIVE CONTENT AREAS

1. Psycho-Perceptual - developmental and preacademic motor skills, auditory and visual perception, and sensorimotor intergration.

2. Early Development Skills (Brigance ©) - wide variety of pre-academic and primary academic skills.

3. Basic Skills (Brigance ©) - academic skills from primary through intermediate levels.

4. Comprehensive Basic Skills (Brigance ©) - academic skills from primary through secondary levels.

5. Essential Skills (Brigance ©) - reading, language and math skills from primary through secondary levels. (Brigance © adult independent living skills are found in other content areas.)

6. Science - topics include technology, biology, earth science, and physical science. With skills from Kindergarten through grade 12.

7. Social Studies - topics include U.S. history, world history, and geography, American government and civics, first aid, driver training, and computer literacy. With skills from Kindergarten through grade 12.

8. Health and Safety - topics include drug and alcohol abuse, personal hygiene, safety, medical services, and diseases.

9. Basic Living - topics include money and finance, transportation, food, clothing, communication, leisure, and consumer skills.

10. Social/Emotional - topics include work habits, self concept, conflict resolution, goal setting, and others.

11. Career Education - topics include career awareness, career exploration, career decision-making, job seeking, job keeping, and vocational skills. Appropriate from preschool through grade 12.

TABLE 2

TRANSITION PROCESS COMPONENTS
BY CURRICULUM GOAL AND OBJECTIVE AREAS
AND STATE MODEL CURRICULUM STANDARD CONTENT AREAS

Transition Curriculum Goal and Objective Content Areas	Core Content Areas from California State Model Curriculum Standards: English/Language Arts	Mathematics	Physical Education	Visual & Performing Arts	History-Social Science	Science/Health	Career/Vocational*	Social/Emotional*	Self-Help*
Psycho-Perceptual Skills	F	F	F	F					
Early Development Skills	F	F	F	F					F
Basic Skills	FPC	FPC							
Comprehensive Basic Skills	FPC	FPC			F				FPC
Essential Skills	FP	FPC		FP					
Science					FPC	FPC	FP		
Social Studies					FPC	FPC	FPC		
Health/Safety						FPC	F		FPC
Basic Living	FPC	FPC	FPC	FPC	FPC	FPC	FPC	PC	PC
Social/Emotional	FP						FPC	FPC	
Career Education							FPC		

Definition of Transition Components**

F=Transition Foundation Objectives
P=Transition Process Objectives
C=Transition Culmination Objectives

*Note that 3 additional core areas are listed which were not included in the Model Curriculum Standards. The Career/Vocational, Social/Emotional and Self Help areas were added because they encompass skills which are essential to transition but are not highlighted in any of the existing core areas of the curriculum.

**See pages 2 and 3 for detailed definitions of these components.

Brigance© -based diagnostic inventory areas overlap, as do the instruments on which they are based. This overlap will allow Transition Curriculum users to assess objective attainment with one of the four Brigance© instruments. Those who wish to use other methods of objective assessment may do so. The repetition of objectives within the four Brigance© content areas will not affect IEP or other individual program development.

Perspective on the general content of the Transition Curriculum is provided by comparing it with the California State Model Curriculum Standards content areas. Those relationships are depicted in Table 2. As shown, all the State Model areas are addressed by the content of three or more Transition Curriculum areas, with the transition components (Foundation, Process, and Culmination) indicated. Three subject matter areas vital to successful transition were added to the State Model list: "Career/Vocational", "Social/Emotional", and "Self-Help". The pattern of "F"s, "P"s, "C"s and their combinations demonstrate the breadth of Transition Curriculum subject matter and the position of that subject matter in the transition process.

Examining goals for student achievement, the next level of content specificity, further delineates the comprehensive nature of the curriculum. Goals are grouped within State Model areas as shown in lists such as the one presented in Table 3. for English/Language Arts. Similar lists for the other five State Model areas and the three added areas are found in APPENDIX E.

TABLE 3

TRANSITION CURRICULUM GOALS CORRESPONDING TO
STATE MODEL CONTENT AREA:

ENGLISH/LANGUAGE ARTS

Psycho-Perceptual Skills

Pre-Writing Skills (F)
Auditory Perceptual Skills (F)
Visual Perceptual Skills (F)

Early Development Skills

Fine Motor Skills and Behaviors (F)
Pre-Speech (F)
Speech and Language Skills (F)
General Knowledge and Comprehension (F)
Readiness (F)
Basic Reading Skills (F)
Manuscript Writing (F)

Basic Skills

Readiness (FPC)
Reading/Word Recognition (FP)
Reading/Literature (FP)
Reading/Word Analysis (FP)
Reading/Vocabulary (FPC)
Language Arts/Handwriting (FPC)
Language Arts/Grammar Mech.
Language Arts/Spelling (FP)
Language Arts/Reference Skills (FP)

Comprehensive Basic Skills

Readiness (F)
Speech (FP)
Word Recognition Grade Placement (F)
Oral Reading Grade Placement (FP)
Reading Comprehension Grade Placement (Literature) (FP)
Literature
Word Analysis (F)

Comprehensive Basic Skills (cont.)

Functional Word Recognition (FP)
Listening (FP)
Spelling (FP)
Writing (FPC)
Reference Skills (F)

Essential Skills

Word Recognition Grade Placement (FP)
Oral Reading (FP)
Reading Comprehension (Literature) (FP)
Word Recognition (F)
Word Analysis (F)
Reference Skills (FP)
Schedules and Graphs (FP)
Writing (FP)
Forms (P)
Spelling (FP)
Physical Education

Basic Living

Travel and Transportation (FPC)
Food and Clothing (FPC)
Oral Communication, Listening and Telephone (FPC)
Written Communication (PC)
Time Management

Social Emotional

Work Habits/Task Completion (FP)

The lists can be interpreted as is the following example: under the "ENGLISH/LANGUAGE ARTS" State Model heading the first Transition Curriculum Area is "Psycho-Perceptual Skills" and the first goal under that area is "Pre-Writing Skills (F)". Goals are all to be interpreted as if they were preceded by phrases such as, "Will improve...", "Will increase...", "Will expand...", etc. Review the lists of goals, keeping in mind that each has from one to 20 or more objectives suitable for use in IEPs or similar plans. The "F" indicates that one or more of the objectives under Pre-Writing Skills have been designated as a foundation objective.

Content sequence is apparent by referring to the "GOALS AND OBJECTIVES" section, where the reader will find goals and objectives generally ordered by difficulty level or by the sequence usually used in regular education curricula. Only in cases where one skill is clearly the prerequisite of another should the sequence of listed objectives be used as the sole determinant of the order of their use in instruction. In other cases, the sequence of regular curricula and the specific needs of individual students should determine the order in which goals and objectives are applied through instruction.

Comparison and Alignment of Regular and Special Education Curricula

One of the purposes of the Transition Curriculum is to provide a means of linking regular and special education curricula. In order to attain this goal, a process described in a recently developed

curriculum system for special education (San Diego Unified School District, 1985) was adapted to provide a means for comparing regular and special curricula for students with mild disabilities.

A wide variety of comparisons can be made between Transition Curriculum content and core curriculum or Hart Bill competencies. This is true because: 1) There are three different levels of description in the Transition Curriculum - goal areas, goals, and objectives; 2) Core curricula also vary in levels of description from very general to very specific; 3) Core curricula are divided into different categories in different districts; 4) Very different levels of special education competencies are necessary to meet the diverse needs of mildly disabled students; and 5) Curriculum comparisons may be made for many different purposes (including curriculum alignment, evaluation of regular and special education instructional materials and assessment of special education students' programs).

Sample curriculum comparison or alignment forms, included as Figures 1. and 2., illustrate both their utility and simplicity. As suggested previously, differing response patterns will be found when responses from different school districts and special programs are compared. What will some of those response patterns be? Two examples based on use of Transition Curriculum goals and objectives, are listed below, with several curriculum areas described on the partially completed forms that follow (See Figures 3. and 4.):

EXAMPLE 1 (See Figure 3)

REGULAR VS. SPECIAL CURRICULUM - GENERAL COMPARISON
MATH, GRADE 9

A. Background Factors.

1. Very general regular competencies.
2. State Model categories used in regular competencies.
3. Mildly disabled students have relatively severe needs in academic and behavioral areas.
4. Comparison purpose is to provide examples of appropriate IEP goals for special education.

B. Description.

1. Competencies for all district grade levels and curricula will be listed.
2. Transition Curriculum goals, rather than objectives, will be listed in the "Alternative/Adaptation" columns.
3. Transition Curriculum Goals will be markedly less difficult than the regular competencies.
4. Only enough goals will be provided in each competency area to serve as examples, rather than an extensive list.

EXAMPLE 2 (Figure 4):

REGULAR VS. SPECIAL CURRICULUM - SPECIFIC COMPARISON
ALL SUBJECTS, GRADE 10

A. Background Factors.

1. Specific regular competencies.
2. Students are enrolled in the district's Resource Specialist Programs.
3. Comparison is done to establish a complete special education curriculum.

B. Description.

1. All district grade levels and curriculum areas will be listed.
2. Transition Curriculum objectives and other objectives necessary to match all district competencies will be listed.
3. Special education objectives will be at a comparatively high level of difficulty.

FIGURE 1

REGULAR - SPECIAL EDUCATION TRANSITION CURRICULUM COMPARISON/ALIGNMENT FOR ALL CORE CURRICULUM CONTENT AREAS

GRADE _____

Core Areas	Regular Education Curriculum Hart Bill Competencies	Regular Curriculum Alternative/Adaptation for Students with Mild Disabilities - Goals or Objectives	F, P, and/or C
English/ Language Arts			
Mathematics			
Physical Education			
Visual & Performing Arts			
History- Social Science			
Science & Health			
Career/ Vocational			
Social/ Emotional			
Self-Help			

FIGURE 2

REGULAR - SPECIAL EDUCATION TRANSITION CURRICULUM COMPARISON/ALIGNMENT FOR ENGLISH/LANGUAGE ARTS CORE CURRICULUM AREA

GRADE ____

Regular Education Curriculum Hart Bill Competencies	Regular Curriculum Alternative/Adaptation for Students with Mild Disabilities - Goals or Objectives	F, P, and/or C

FIGURE 3

REGULAR - SPECIAL EDUCATION TRANSITION COMPARISON/ALIGNMENT FOR MATH CORE CURRICULUM AREA (PARTIAL EXAMPLE)

GRADE 9

Regular Education Curriculum Hart Bill Competencies	Regular Curriculum Alternative/Adaptation for Students with Mild Disabilities - Goals or Objectives	F, P, and/or C
Develop concepts of arithmetic, numbers, and operations.	1. Improve skills computing whole numbers (Essential Skills N 1 - N 6) PP.	F
	2. Improve skills in using fractions (Essential Skills O 1 - O 9) PP.	F
	3. Improve skills in using decimals (Essential Skills P 1 - P 6) PP.	F
	4. Improve skills in using percents (Essential Skills Q 1 - Q 4) PP.	FPC
Develop the ability to use concepts of measurement.	1. Improve skills in using measurements (Comprehensive Inventory of Basic Skills T 1 - T 18) PP.	FPC

FIGURE 4

REGULAR - SPECIAL EDUCATION TRANSITION COMPARISON/ALIGNMENT FOR GRADE 10 (PARTIAL EXAMPLE)
ALL CONTENT AREAS

Core Areas	Regular Education Curriculum Hart Bill Competencies	Regular Curriculum Alternative/Adaption for Students with Mild Disabilities - Goals or Objectives	F, P, and/or C
English Language Arts	1. Expresses main idea and 3 supporting facts in a 2-page written composition. 2. Reads short story and identifies plot and subplots.	1. Write 1 of 3 types of letters (Essential Skills, H 7) PP. 2. Read 25 of 100 direction words (Essential Skills, D 2) PP.	FP F
Mathematics	1. Solves problems involving fractions and decimals.	1. Compute 3 of 4 problems in division of fractions and mixed numbers (Comprehensive Inventory of Basic Skills Q 10 d) PP. 2. Write 9 of 10 decimals in order of value using tenths, hundredths, and thousandths. (Comprehensive Inventory of Basic Skills R 2 C) PP.	F
Physical Education	1. Practice safety during a physical activity.	None	
Visual & Performing Arts	1. Appreciate the inter-connection between drama and other art forms.	None	
History-Social Science	1. Express the development of the Modern World. 2. Express the role of the individual in American Government.	1. Express the age of Industrial Revolution and its impact on society (World History, Culture and Geography XVI B 1-5) PP. 2. Express the types of elections (American Government & Civics XX C-1) PP.	
Science & Health	1. Express the composition of cells. 2. Develop awareness of how the misuse of substances can affect personal health.	1. Demonstrate knowledge of the structures and functions of cells and cell components (Biological Science 9-12 XIV A 1) PP. 2. Identify 5 health problems which may be a cause or result of drug abuse (Health and Safety I A 3) PP.	PC FPC
Career/ Vocational	None	1. List and describe 2 labor laws and 2 workers' rights (Career Education IV A 15) PP. 2. List 3 ways to learn a job (Career Education V A 5) PP.	P P
Social/ Emotional	None	1. Accept/reject criticism without showing feelings of dislike for the other person (Social Emotional I D 3) PP. 2. Verbally state needs/wants, likes/dislikes (Social Emotional II A-2) PP.	FPC FP
Self-Help	None	1. Given a transportation schedule will be able to select 4 of 5 responses when answering who/ what/where/when questions (Basic Living V A 10) PP.	

The examples illustrate the accomodation by the comparison process of differences in regular curriculum characteristics, student needs, and purposes for the comparison.

Use of Scope and Sequence

The organization of Transition Curriculum subject matter areas and their relationship to assessment materials, State Model Curriculum Framework Areas, and potential relationships with various regular curricula and student needs suggest four major uses. The first is evaluation of an existing special education curriculum. Use of the process applied to the previous examples will allow for a thorough comparison of curricula, resulting in identification of areas in the regular curriculum which lack a counterpart in the special curriculum, and vice versa. Such comparisons will also be useful if the two curricula have very different levels of specificity, one general and the other detailed. It may often be the case that special educators are using fine-grained behavioral objectives on IEPs and omitting critical areas of the regular curriculum as a result.

The second use has an outcome similar to the first, but starts with a different situation: that being lack of a formal special education curriculum. The comparison format can be used to develop a parallel adapted curriculum. Consistency between the two will then be assured.

Once curricula have been determined to be aligned, a third use presents itself: evaluating and maximizing the efficiency of the use of core curriculum with special education students. This evaluation

can be done on a group or individual basis by summarizing the extent to which a student or students are taught core curriculum knowledge and skills. On a group basis, decisions regarding factors such as instructional strategies, students' schedules, instructional materials, class size, and classroom space could be made with greater efficiency. For example, if a district determines that many more of its students in Resource Specialist Programs at the 9th and 10th grade levels than those at the 11th and 12th grade levels are successful in the regular mathematics curriculum, more of the younger students might be placed in regular math classes. An individual student might benefit from a comparison of his current curriculum to check for an imbalance indicating the need to have more or less special of regular course content in his program.

The methods of listing and describing the curriculum areas, goals and objectives in terms of subject matter, relationship to the State Model Curriculum areas, and Transition Curriculum areas allow for selection of transition-oriented goals and objectives. These goals and objectives meet student needs for organized, complete transition programs. They include many options for exploring curriculum subject matter areas and their relationships to transition. This range of options will support successful transition to adult life by facilitating acquisition of necessary skills.

Transition Projects

Definition

Transition Projects, a new element proposed for inclusion in the transition planning process, are student activities with the following characteristics:

1. Individually planned by school staff, parents, and students;
2. Include two or more IEP or ITP goals and objectives, or activities parallel to IEP/ITP goals and objectives and two or more areas of the student's transition-related functioning (e.g., vocational skills and social skills);
3. Are performed in non-school settings, to the extent possible;
4. Require student and parent, guardian, or other adult initiative and participation more than do most school learning activities;
5. Can be used with students of all ages; and
6. Occur over a time span up to one year.

Adapted from the concepts of "Culminating Activity" and "Final Product" described in California School Leadership Academy training materials*, the Transition Project is designed to promote the unique educational outcomes inherent in the transition process.

The definitions stated there are:

> "The end-of-unit activity which students apply and extend the skills and concepts developed during the unit, thereby creating a benchmark product -- also the end-of-course/year activity in which students apply and extend the skills and concepts developed during the course/year, creating the final product." P. 207

It is hypothesized that students who complete a number of transition projects over a period of years prior to their departure from school will have their learning enhanced in a variety of ways. Successful transfer of skills learned in school to other environments

*Mentor, et. al., (1986)

will be demonstrated. Integration of learning in practical wholes will also occur. Motivation for success will be enhanced. Decision-making experience will be provided, with personal priorities defined as well. Finally, parents and teachers will be more regularly and specifically involved in students' progress toward independence.

A Transition Project example is described below. Note that it is preceded by a brief description of the student and followed by relevant IEP goals and objectives. (This and other examples in this section do not describe actual students.)

TRANSITION PROJECT EXAMPLE 1

Description of Student

Kay - beginning 8th grader, in Resource Specialist Program

- Reading - 3.0 grade level
  Math - 5.0 grade level
  Spelling - 4.0 grade level
- Low average intelligence
- Oral & written English - has heavy Portuguese accent and poor sentence structure
- Very quiet and withdrawn
- Has only two friends at school, both of whom are in Special Education class
- Family speaks Portuguese only
- Tries to please everyone (peers, teachers, others)
- Watches TV at home almost constantly (comics, soap operas)
- Likes to sew and do needlework

Transition Project

Kay will join a local youth organization and complete sewing and needlework projects to be exhibited at the county fair. Kay and her parents will attend the fair and view the exhibit. Kay will read primer level stories to make audio recordings which will be played for younger children in school. She will write summaries of her own experiences and read them into a recorder.

Goals and Objectives

Oral Reading — 8 1 — 99
Objective: Read orally at 7 grade level. — (Essential Skills)
Instr. Mat.:

Relationships/Resolving Conflicts
Objective: Choose activities, games, or materials which do not involve danger/failure. II B 4 FP (Social/Emotional)

Relationships/Responding in Social Situations
Objective: Share knowledge and/or materials. II D 11 FPC (Social/Emotional)
Instr. Mat.: LAB: 5-6
SRS: 5-21, PP 223

Relationships/Responding in Social Situations
Objective: Choose to join a peer group activity rather than staying by self. II D 19 FP (Social/Emotional)
Instr. Mat.:

Two more examples serve to illustrate the variety and potential value of the projects.

TRANSITION PROJECT EXAMPLE 2

Description of Student

Lewis - 11th grader

- Good visual learning skills but visually impaired (result of injury)
- Poor math skills, does well in English
- Low self-esteem, immature/disorganized
- Loner - has admitted using drugs
- Skilled breakdancer. Likes graffiti - writing it, looking at it
- Requires continued supervision in order to perform school work
- Passive unless insulted or mocked by peers
- Little supervision at home

Transition Project

Lewis will be given a weekly allowance from parents for completing a list of chores. Lewis will complete a multi-media self portrait, keeping a record of his plans, interests and budget for each week. He will record his notes on audio tape and then transpose them in summary form to a written journal. He will interview others about his progress in these areas and incorporate their comments into the journal. He will culminate the project by developing images of himself in art and photography.

Goals and Objectives

Career Exploration II A 11 PC
Objective: Define and explain 7 job options within a given vocational field (e.g. Hotel/Motel, Store, Restaurant) (Career Education)
Instr. Mat.: JCAP: Units 1-9

Leisure Activities
Objective: Participate in art activities in ? of the 11 following situations:
1. Sketch, draw, or paint.
2. Sculpt or do other constructions.
VII G 1-2 PFC (Basic Living)
Instr. Mat.:

Leisure Activities
Objective: Participate in art activities in ? of the 11 following situations:
11. Spend his leisure time in pleasurable pursuits.
VII G 11 PFC (Basic Living)

Drug and Alcohol Abuse/Drugs
Objective: Identify ? health problems which may be a cause of result of drug abuse.
I A 3 FPC (Health and Safety)
Instr. Mat.:

Work Habits/Independent Work
Objective: Ask for assistance when task becomes too difficult.
Instr. Mat.: STAR: LSN 6, 7, 8, 9, PP 20-35
I B 1 FP (Social/Emotional)

Relationships/Responding in Social Situations
Objective: Choose to join a peer group activity rather than staying by self.
Instr. Mat.:
II D 19 FP (Social/Emotional)

TRANSITION PROJECT EXAMPLE 3

Description of Student

Ben - Beginning 5th grader

- Reading - 5th grade
  Writing - 4th grade
  Math - 5th grade
- Throws chairs across room and exhibits other behavior that is destructive and expresses anger
- In Special Class primarily for behavior problems
- Often states "I don't care."
- Parents at a loss on what to do
- Picks fights. Has no hobbies
- Described as a "loner"

Transition Project

Ben will be the reporter/speaker in a small group classroom activity where the common goal is to develop a chart describing the feelings and causes of anger and happiness, and appropriate behaviors to practice for each. Each student in the group is to discuss the chart and receive input from his/her parents or guardians. Ben will share the results with the entire class.

Goals and Objectives

Relationships/Resolving Conflicts — II B 15 FP
Objective: Demonstrate cooperationi by working toward a common goal. (Social/Emotional)
Instr. Mat.: LNM: B-27/B-31, B-72

Relationships/Expressing Feelings — II C 1 FP
Objective: Identify feelings and causes of anger, sadness, happiness, etc. (Social/Emotional)
Instr. Mat.: LNM: A-24, A-61, A-36
PLUS: LSN 29, PP 99-102; LSN 6, PP 119-121
BSE, 2-29, PP 165

Relationships/Expressing Feelings — II C 3a-d FP
Objective: List ? appropriate behaviors to practice when: a. angry; b. happy; c. sad; d. other (specify). (Social/Emotional)
Instr. Mat.: BSE: 2-30, PP 167; 2-11, PP 129

Relationships/Responding in Social Situations — II D 11 FPC
Objective: Share knowledge and/or materials.
Instr. Mat.: LNM: d-6
BSE: 3-21, PP 223

Relationships/Respecting Rights of Others — II E 6 FPC
Objective: Adhere to appropriate code of conduct, courtesy, respect, etc. (Social/Emotional)
Instr. Mat.: DOF: PP 45

Lewis, the subject of Example 2, would appear to be at risk of leaving school and perhaps of entering the criminal justice system. His Transition Project has potential for altering or replacing destructive behaviors with those that could guide him toward a career. Ben, a much

younger student, also exhibits behaviors which will seriously reduce his chances for success in school and his transition to success after school. Ben's project has the potential to reduce negative behaviors and give him alternative ways to meet strong personal needs for self-expression, recognition, and success.

The examples presented thus far suggest some additional characteristics of Transition Projects. Specifically, they are dissimilar from other planning efforts in three ways. They are:

1. NOT Required - No legal mandates for use of Transition Projects exist, nor is it suggested that such mandates be developed. In fact, having the choice of using them is vital to their success. Many students would be poor candidates for the project experience because of lack of one or more the the following: initiative, motivation, parental support, critical resources, or clear need. The lack of legal requirements also means that there are no legal obligations or responsibilities on the part of school agencies to provide support, over and above that detailed in IEPs, for project activities. This is an important point, as it relates to possible school agency contributions for transportation, wages, supervision, equipment, materials, and other resources. As transition projects are pilot-tested, the responsibilities for such resources and for liability might be documented in a contract between school and family. At the very least, documentation should include general description of family and school responsibilities vis-a-vis the projects.

2. NOT Necessarily Neat, Complete, or Consistent - Since the process depends so much on student and parent perception of needs and on their willingness to participate, projects will probably not fit neatly into the columns on any form. Likewise, technical components such as educational goals, behavioral objectives, or measurable evaluation components are not proposed as parts of Transition Projects.

3. NOT Necessarily Used as Part of IEP, ITP, or Competency Processes - Transition Projects may be used at any point in student program development by educators or other professionals. The only requirement in this regard is student cooperation, parental approval, and parent participation as necessary.

Planning and Implementation

Developing Transition Projects will be similar to two kinds of common activities: academic and/or career counseling and project selection and planning of the sort that is involved when students do projects for science fairs, merit badge activities for Boy Scouts, many vocational class assignments, 4-H projects, and hobbies such as cooking, woodwork, etc. The counseling component involves evaluating current individual skills, interests and areas of functioning in which growth is needed. This evaluation can be informal and general, but it must be validated by the student and/or parent. Transition Project Example 4 includes the very wide variety of background information which can be considered as a high school student's Project is developed.

TRANSITION PROJECT EXAMPLE 4

Description of Student

Ann - beginning 10th grader, in Resource Specialist Program

- Reading - 3.0
  Writing - grade level
  Math - 5.0
- Outgoing -- talks constantly (this interferes with her work, and the work of others)
- Wants to be a beautician
- Is beautiful
- Behavior suggests poor self concept
- Not responsible (tardy, forgets pencil, books, paper)
- Supportive home life; both parents work
- Older sisters did not graduate from high school
- Dates often

Transition Project

Ann will complete a job analysis for cosmetology (visit beauty salon, visit modeling school and arrange for free counseling session, read magazine articles, write for information to beauty and modeling schools, work in career center) and write a 2-3 page outline on her findings. This report will be filed in the Career Center to be shared with other students having the same interests. Parents will reward her for being on time for 3 months to all classes, by allowing her to select a $30 gift.

Goals and Objectives

Career Decision Making Objective: Describe career preferences in terms of people, duties, environment, etc. Instr. Mat.:	III A 10 P (Career Education)
Writing Objective: Address an envelope. Instr. Mat.: LC 24, LSN 2, PP 1e PATHS: MOD 4, COMP 3, WK 3.6	H 6 F (Essential Skills)
Writing Objective: Write ? of 3 types of letters. Instr. Mat.: LC 24, LSN 2, 3, 4, 5 MOD 4, COMP 5, WK 4-6	H 7 (Essential Skills)
Job Keeping Skills Objective: State reasons why employers expect: good grooming & hygiene; appropriate clothing; <u>good attendance*</u>; following directions; getting along with others; honesty, loyalty and responsibility; other. Instr. Mat.: SOL: L3, #25, PP 51-52 LC 23: LSN 12, PP 12a PATHS: MOD 6, COMP 56, WK 6.4, 6.11	V A 1 FPC (Career Education)

Background information can be obtained from school records, teacher reports, parent interviews, and student self-reports. The question, "What do we know about the student that is relevant to his/her transition from school?" can serve as the guide to identifying that information. The information can be shared at a meeting held immediately following the IEP meeting, or at any other time when Transition Project planning is done.

* This and other items are underlined in Transition Projects objectives to indicate they are the most relevant to student's needs.

We suggest that Transition Projects be planned by a small group that includes one or both parents, the student, one representative of the school and, if appropriate a member of a non-school agency. As mentioned before, parent and student participation is necessary. Other member(s) of the group should be chosen on the basis of their knowledge of the student's needs, options for the project and, ultimately, probable challenges to successful transition for that student. Those other members will probably include one or two of the following: special education resource specialist or special class teacher, vocational teacher or specialist, counselor, job developer, vocational rehabilitation counselor, or other professionals familiar with the student and with his/her transition needs. One of these professionals will have responsibility for the discussion and recording the results.

The success of the "counseling" focus of the process will depend on sharing of accurate, current, and relevant information by all parties involved. A concrete, practical description of the student is necessary. The elements of that description should be relevant to the student's growth toward independence within the next one to two years. Sources of information should include the student and parent, as well as others who are familiar with the student, such as teachers, friends, co-workers, and supervisors.

The description should include: review of current IEP or ITP goals and objectives, motivating factors, strengths and weaknesses in academic and other areas, vocational or pre-vocational skills, and history of achievement in activities related to Transition Projects. This information should be summarized as simply as possible, in a manner

similar to that shown in the examples. Defining and clarifying appropriate directions and goals for the student's transition-related growth is the necessary outcome of this part of Transition Project development. Descriptions of students and projects, therefore, should be written in a simple, concise style.

The second focus of the planning process, akin to developing the hobbies and youth group projects previously mentioned, will revolve around answering the question, "What can the student accomplish to combine a number of transition-related skills resulting in one or more global achievements which will improve the student's chance for successful transition?" While the process for answering this question is simply a matter of teacher, parent and/or student informally discussing options, using the strategies listed below will probably increase the chances of success:

- Student and/or parents decide whether or not to consider a Transition Project.
- Student and/or parents make final decision about project contents and accept responsibility for completion.
- Discussion flows back and forth between "counseling" and "selection and planning" components.
- Project outcomes will be concrete results or recordings of results that provide clear evidence of achievement.
- Support from school staff or other non-family members should be offered as appropriate and practical.
- Documentation will be as simple as possible, consistent with the examples provided, describing projects in a manner specific enough that the overall goals and intent are clear to students and parents, but general enough that adjustments can be made as necessary.

Although Transition Projects have been defined and described in detail above, the fact is that the concept is being proposed here for the first time and that many questions must be asked and answered about their development and use. As an optional component of the Transition Curriculum, it is proposed that further definition and the pilot testing of the Transition Project concept be carried out as other elements of the curriculum are implemented. (Additional examples of Transition Projects are provided in Appendix F.)

Goals and Objectives

Introduction

This section contains over 2,000 objectives designed for use in IEPs and suitable for use in ITPs and other individualized plans. The goals and objectives are grouped within the subject matter areas introduced and defined in the SCOPE AND SEQUENCE section. Relevance to transition components (foundation, process and culmination) and references to corresponding instructional materials are noted for most transition-related objectives. As an example, the first goal and objective from the Career Education area is reproduced below:

Career Awareness
Objective: Complete ? work tasks at home or school **I A 1 FP**
Instr.Mat.: BSE: 5-1, PP 307; 5-2, PP 309; 5-3, PP 311
LCCE: OG, 19.87, 19.88.

The elements of that goal/objective combination are to be interpreted as follows:

1. "Career Awareness" is the goal topic, converted to "Increase career awareness", for statement on an IEP;

2. "Objective: Complete ? work tasks... ...at school" is the objective, with the number of tasks to be specified and to replace the "?" when written on an IEP;

3. "I A 1" is the goal/objective code - with "I" = first goal ("Career Awareness") in the career education area, "A" is a place-holder code (with "B" used only when new objectives are added by users to an existing goal area), and "1" = first objective in this goal area;

4. "FP" indicates that the objective is probably appropriate as either a foundation or process component;

5. "Inst. Mat.: BSE: 5-1, PP 307; 5-2, PP 309; 5-3, PP 311" - instructional material referenced is Building Self Esteem, with activities described on pages 307, 309, and 311. "LCCE: OG, 19.87, 19.88" references Life Centered Career Education, the "Occupational Guidance & Preparation" domain, competencies 19.87 and 19.88. (See Appendix G for description of source).

A variety of objective formats and code numbers are used, according to the nature of subject matter. Some objectives are very specific and behavioral, such as,"Student will recite 3 of 5 vowels when requested." Others are extremely general, especially those in "Social Studies" and "Science " areas. For instance, under the goal, "Social Studies/The People of a Nation: The USA", one "objective" is stated as, "Founders of our nation". The intent of including such a topic statement is to provide users with the opportunity to indicate that students are acquiring content described by that topic. Other objectives are written in a functional format, such as, "Obtain a driving permit" and "Earn extra money" from the "Social Studies" and "Basic Living" sections, respectively. Code numbers vary with the specificity of the objectives. The variety of objective formats allow inclusion of specific developmental and basic academic skills, general subject matter topics in other academic areas, and practical accomplishments directly related to transition success.

The bulk of the basic academic and prevocational objectives are matched in content with items from Brigance® diagnostic assessment instrument items and grouped as they correspond to the titles of those instruments under the following four labels, "Early Development Skills", "Basic Skills", "Comprehensive Basic Skills", and "Essential Skills". Other objectives were identified using California Model Curriculum Framework categories and other curriculum systems as guides. Goals and objectives are included for students with mild disabilities from preschool through grade 12, with virtually all subject matter areas included, except art, family life/sex education, and foreign language.

Use of Goals and Objectives

We propose that the goals and objectives be used in a wide variety of ways, depending on users' needs. That variety can include:

1. Use of the objectives without modification for all phases of instructional planning, including assessment (using the Brigance © Instruments themselves), selection, and description of goals, objectives, and instructional materials;

2. Partial use as a source of goals and objectives in selected areas;

3. Use in modified form, changing goals, objectives and/or assessment techniques; or

4. Complete replacement, using only the concept of a source of goals and objectives with career education and other transition-related subject areas emphasized and identified.

Modification of the objectives may be necessary for a number of reasons. Family life or sex education goals and objectives matching district curricula will need to be added. Some curriculum areas which are just emerging or are seen as necessary to meet unique needs will also need to be added. Examples include pragmatic language skills, adult problem solving strategies, and job-specific skills. Current use of another system of goals and objectives would probably preclude use of the Transition Curriculum version. The content of this section is offered as a model, with users encouraged to make changes or substitutions required by various applications.

The subject matter areas of the Goals and Objectives are summarized in the, "GUIDE TO GOALS AND OBJECTIVES", beginning on page 41. The Guide lists goal areas and their contents plus annotations indicating transition components with references to instructional materials. For definitions of transition components, please refer again to Appendix B.

Objectives were labeled, "F", "P", and/or "C" (denoting "Foundation", "Process", and/or "Culmination" transition components) based on two criteria: the grade level at which the skill is usually taught in school or otherwise acquired, and where and how the training takes place. Foundation skills can be presented from the age of one or two months to 21 years of age. Process skills are most often presented during junior high and high school years. Culmination skills are introduced during the last two years of school. These age/grade levels were determined by the definitions of the transition components. The second criteria for "FPC" designation involves whether the skill is presented/taught in class (Foundation), at a job site or other community setting without active participation (Process) or at a job site or other community setting with active participation (Culmination). Active participation is defined as doing work or independent living activities as opposed to observing them or being presented with instruction on how to do them.

If the two criteria categories, grade/age and setting/activity, are compared, it becomes obvious that some combinations of the levels of each do not lend themselves to easy application of an "FPC" label. For instance, when a fourth grader learns a bicycle repair skill in an enrichment session in his classroom, is that different from being taught the same skill during a field trip to a bicycle shop? Can the skill be labeled only an "F" because of the student's age? Should the skill be a "C" because, in the repair shop, it met with the "C" requirements for setting and activity? Multiple options for identifying objectives as "F", "P", or "C" often arose, and choices were often made by applying two or even three designations rather than only one. When a conflict

could not be resolved in this manner, as in the case of the bicycle repair skill, the likelihood of transfer of the skill to a post-school setting was used as the "tiebreaker". Applying this rule to the bicycle repair question leads us to an "FP" designation, because it is unlikely that the skill, as taught in the fourth grade, will be used after the youngster leaves school.

Because of the subjective nature of the "FPC" labeling process and the fact that these designations have not been tested or validated, they should be considered only as suggestions about the relationship between objectives and the transition process. The examples listed below indicate the variety of relationships the same objective might have with transition for different students, grade levels, and settings.

[redacted]

[redacted] II 8 9 FPC

[redacted]

[redacted]

[redacted]

[redacted]

[redacted] 8 1 FP

[redacted]

[redacted]

The selected curriculum materials were identified by project consultants through a review of the contents of more than 20 sources of career/vocational education-related materials frequently used by and available to California educators. A summary list of these resources is provided in Table 4. An annotated list is presented in Appendix G. The major source of recommendations for instructional materials items was the report of a recent study on that topic (Planning Associates, 1985). Please note that Table 4 contains codes included in the objectives list which identify the exact location of references to specific materials seen as appropriate for those objectives. Two examples of these codes and their location follow:

EXAMPLE 1:

LNN: A14, B3:

Learning Resource Name - LNN:
Skill Area - A-B
Skill Area Page Number - A 14

EXAMPLE 2:

SOL: L1, #1, PP 2, L2, #4, PP 1

Slice of Life - SOL:
Level Number - L1, -2
Lesson Number - #1, -1
Page Number - PP 1

General suggestions for use* of the goals and objectives are described in the steps listed on page 40. For most purposes, access to the Goals and Objectives can be facilitated by use of the Guide to Goals and Objectives beginning on page 41.

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* Project staff strongly encourage that, prior to use of the goals and objectives, alignment of regular and special education curricula be completed, with attention paid to coverage of the areas identified by California Model Curriculum Frameworks. That process is addressed in the SCOPE AND SEQUENCE section of this document.

TABLE 4.

INSTRUCTIONAL MATERIALS SUMMARY*

CURRICULUM MATERIALS/AUTHOR	CODE
BUILDING SELF ESTEEM Author: Robert W. Beaucaer	BSE
DON'T GET FIRED, Units 1-13 Author: D. Ammons	DGF
GET HIRED, Units 1-13 Author: D. Ammons	GH
HOW TO GET A JOB AND KEEP IT Author: D. Gable	HOW TO
BECOMING A DRIVER, Units 1-10 Authors: R. Grevel, P. Pogrund	JBD
CAREER EDUCATION PLUS, Units 1-9 Author: Stewart E. Entwerts, Ed.D.	JCEP
FINDING A GOOD USED CAR, Units 1-8 Author: W. Fletcher, P. Kelly	JFUSC
GETTING AROUND, Units 1-8 Author: Winifred Ho Rodarman	JGA
HELP, Units 1-10	JH
JOB INTERVIEW GUIDE, Interviews 1-16 Author: A. Livingstone	JJIG
JOB PLANNER, Units 1-8 Author: W. Jew & R. Tong	JP
READING AND FOLLOWING DIRECTIONS, Units 1-8 Author: Winifred Ho Rodarman	JRFD
READING A NEWSPAPER, Units 1-8 Author: F. Larned, H. J. Randall	JRN
READING SCHEDULES, Units 1-8 Author: W. Brodarman	JRS
TIME CARDS AND PAY CHECKS, Units 1-11 Author: R. Reed	JTCP

* See APPENDIX G for annotated list.

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TABLE 4.

INSTRUCTIONAL MATERIALS SUMMARY (cont.)

CURRICULUM MATERIALS/AUTHOR	CODE
USING THE PHONE BOOK Authors: P. Bundlach and K. Kelsey	JUPB
USING THE WANT ADS, Units 1-8 Authors: W. Jew & R. Tong	JUWA
AMAZING ADVENTURES OF HARVEY CORNBACKER, Lessons 1-20	LC 21-24
LIFE CENTERED CAREER EDUCATION Authors: Life Center Career Education, a Competency Based Approach: Edited by Don D. Brolin. Life Centered Career Education Activity Books 1 and 2 Lynda G. Glasoe, Lynn S. Miller, Charles Watanabe.	LCCE
LAUNCH LAB, Skill Area A-H Author: Newport Mesa Unified School District ESEA Title IV-C Grant	LNA
PATHS TO ENTERING THE JOB MARKET, Module 1-4, Author: D. Bissonette-Lamendella	PATHS
PROMOTING LEARNING AND UNDERSTANDING OF SELF Author: Irvine Unified School District	PLUS
JOB AWARENESS INVENTORY (Formerly Titled "Slice of Life") Authors: Tess Makowski Fremont Unified School District	SOL
SOCIAL THINKING AND REASONING Author: Irvine Unified School District	STAR
SUCCESS AT WORK Author: R. L. Veal	SUCWK

Step 1 — Assessment

Determine individual student objectives by administering the appropriate assessments. These can include the Brigance © survey and/or any other instrument or informal approach. The objective items themselves, especially in the "Career/Vocational" section, can be used as informal assessment inventories.

Step 2 — Objectives

Refer to the "Goals and Objectives" section. Objectives are identified as a transition foundation, transition process, or transition culmination skill. (Refer to definitions in Table 2 and Appendix B).

Step 3 — Individualized Education Plan (IEP) or other plan

The selected objectives are to be presented at the student's IEP meeting and those approved by the IEP Team are to be written in the IEP. Since this program is also computer compatible, the goals and objectives can be printed by computer. Refer to "Purpose & Overview of Database" for directions on the use of this system.

Step 4 — Materials

For selected objectives, evaluate need for instructional material recommendations.

In addition to the general directions listed above, the goals and objectives lists may be used in a variety of ways not directly linked with planning an individual student's program. Clusters of goals and objectives can be used to evaluate existing curriculum for breadth of content, especially in process and culmination areas. Instructional materials can be identified for review and possible adaptation. Goal areas can be used to evaluate the comprehensiveness of individual students' programs. Other applications probably exist as well, for the linkage of the transition concept with curriculum and instruction will undoubtedly create the need for additional instructional planning adjustments .

GUIDE TO GOALS AND OBJECTIVES

GOAL AREA AND GOALS*	TRANSITION** COMPONENTS			INSTRUCTIONAL*** MATERIALS	PAGE
	F	P	C	IM	
Psycho-Perceptual Skills					
Gross Motor Development	*				46
Fine Motor Control	*				47
Pre-Writing Skills	*				49
Auditory Perceptual Skills	*				50
Visual Perceptual Skills	*				51
Early Development Skills					
Pre-Ambulatory Motor Skills and Behaviors	*				53
Gross Motor Skills and Behaviors	*				60
Fine Motor Skills and Behaviors	*				72
Self Help Skills	*				80
Pre-Speech	*				93
Speech and Language Skills	*				96
General Knowledge and Comprehension	*				102
Readiness	*				104
Basic Reading Skills	*				105
Manuscript Writing	*				106
Math	*				107
Basic Skills					
Readiness	*	*	*		110
Reading/Word Recognition	*	*			113
Reading/Literature	*	*			113
Reading/Word Analysis					114
Reading/Vocabulary	*	*	*		116
Language Arts/Handwriting	*	*	*		117
Language Arts/Grammar Mech.					117
Language Arts/Spelling	*	*			117
Language Arts/Reference Skills	*	*			118
Mathematics/Grade Level	*	*			119
Mathematics/Numbers	*				119
Mathematics/Operations	*				120
Mathematics/Measurement	*	*	*		124
Mathematics/Geometry					128

* To interpret goals, add "To improve" or "To increase" to the goal content areas, so that, as an example, the first goal should be read as "To improve Gross Motor Development."

** "F" = Foundation, "P" = Process and "C" = Culmination

*** If reference(s) to instructional materials is included, ** will be entered.

GUIDE TO GOALS AND OBJECTIVES (continued)

GOAL AREA AND GOALS*	TRANSITION** COMPONENTS			INSTRUCTIONAL*** MATERIALS	PAGE
	F	P	C	IM	
Comprehensive Basic Skills					
Readiness	*				130
Speech	*				133
Word Recognition Grade Placement	*				133
Oral Reading Grade Placement	*	*			134
Reading Comprehension Grade Placement(Literature)	*	*			134
Word Analysis	*				134
Functional Word Recognition	*	*			136
Listening	*	*			137
Spelling	*	*			138
Writing	*	*	*	**	139
Reference Skills	*				141
Graphs and Maps	*				141
Math Grade Placement	*	*			143
Numbers	*				143
Number Facts	*				144
Computation of Whole Numbers	*				144
Fractions and Mixed Numbers	*				147
Decimals	*				151
Percentage	*				154
Measurement	*	*	*	**	154
Metrics	*	*			160
Mathematical Vocabulary	*				163
Essential Skills					
Word Recognition Grade Placement	*	*			164
Oral Reading	*	*			164
Reading Comprehension (Literature)	*	*			164
Word Recognition	*			**	165
Word Analysis	*				165
Reference Skills	*	*			166
Schedules and Graphs	*	*			167
Writing	*	*		**	167
Forms		*			168
Spelling	*	*			169
Math Grade Placement	*	*			169
Numbers	*				170
Number Facts	*				170
Computation of Whole Numbers	*				170
Fractions	*				171
Decimals	*				174
Percents	*	*	*		175
Measurement	*	*	*	**	176
Metrics	*	*	*		180
Math Vocabulary	*	*			183

GOAL AREA AND GOALS*	TRANSITION** COMPONENTS			INSTRUCTIONAL*** MATERIALS	PAGE
	F	P	C	IM	
Science (grades)					
Technology, Individuals, and Society (K-9)	*	*			184, 194, 210
Biological Science/Cells, Genetics and Evolution (K-9)	*	*			184, 195, 211
Biological Science/Plants (K-9)	*	*			185, 196, 212
Biological Science/Protists (3-9)	*	*			197, 213
Biological Science/Animals (K-9)	*	*			186, 197, 214
Biological Science/Human Beings (K-9)	*	*			187, 198, 215
Biological Science/Ecosystems (K-9)	*	*			188, 198, 215
Earth Science/Astronomy (K-9)	*	*			189, 199, 216
Earth Science/Geology and Natural Resources (K-9)	*	*			189, 200, 217
Earth Science/Meteorology (K-9)	*	*			190, 201, 218
Earth Science/Oceanography (K-9)	*	*			190, 203, 218
Physical Science/Matter (K-9)	*	*			191, 203, 219
Physical Science/Mechanics (K-9)	*	*			191, 205, 220
Physical Science/Energy:Sources and Transformations (3-9)	*	*			206, 221
Physical Science/Energy:Heat (K-9)	*	*			192, 206, 221
Physical Science/Energy:Light (K-9)	*	*			192, 207, 222
Physical Science/Energy:Electricity and Magnetism (K-9)	*	*			193, 208, 222
Physical Science/Energy:Sound (K-9)	*	*			193, 209, 223
Science: Skills, Attitudes and Knowledge (9-12)		*	*		223
Biological Science Curriculum Continuum (9-12)		*	*		223
Physical Science (9-12)		*	*		226
Social Studies					
Social Studies/Kindergarten-Myself and Others in My World	*				229
Social Studies/Grade One - People at Home and at School	*				230
Social Studies/Grade Two - People as Members of Groups	*				231
Social Studies/Grade Three - People as Members of Communities	*				232
Social Studies/Grade Four - The People of a Region: California	*				233
Social Studies/Grade Five - The People of a Nation: The USA.	*				234
Social Studies/Grade Six - Our World, Its Diverse Peoples/Societies	*				235
Social Studies/Grade Seven - The Changing World	*				236
Social Studies/Grade Eight - The Amerian Experience	*				237
Geography/Earth as a Whole (9-12)	*			**	238
Geography/The Continents (9-12)	*				238

GUIDE TO GOALS AND OBJECTIVES (continued)

GOAL AREA AND GOALS*	TRANSITION** COMPONENTS			INSTRUCTIONAL*** MATERIALS	PAGE
	F	P	C	IM	
Social Studies (cont.)					
US History/Geography/Early US History and Geography (9-12)		*			239
US History/Geography/Development of Modern America & Geography (9-1		*			242
US History/Geography/Modern American Events and Problems (9-12)		*			245
World History/Culture/Geography/Early World History (9-12)		*			246
World History/Culture & Geography/Modern World Development (9-12)		*			249
World History/Culture/Geography/The Contemporary World (9-12)		*			251
American Government & Civics/Origins & Background of American Govt. (9-12)		*			252
American Government & Civics/Structure/Operation of Amer Institute (9-12)		*			254
American Gov. & Civics/Role of Individual in Government (9-12)		*	*		255
American Gov. & Civics/Civil Liberties and Civil Rights (9-12)		*	*		256
American Gov. & Civics/Federal, State and Local Government (9-12)		*	*		257
American Gov. & Civics/The United States and the World (9-12)		*			258
American Gov. & Civics/Contemporary American Government (9-12)		*	*		259
Economics/Vocabulary (9-12)					260
Economics/Tools (9-12)		*			260
Economics/Indicators (9-12)		*			260
Economics/Scarcity (9-12)		*			260
Economics/Systems (9-12)		*			260
Economics/U.S. Economy (9-12)		*			260
Economics/Basic Units of Study (9-12)		*			260
First Aid (9-12)	*	*	*		262
Driver Education (9-12)		*			263
Computer Literacy/The Use of Computers in Society (9-12)	*	*	*		265
Computer Literacy/Basic Computer Operation (9-12)	*	*			265
Computer Literacy/Basic Computer Programming(9-12)		*	*		266

GUIDE TO GOALS AND OBJECTIVES (continued)

GOAL AREA AND GOALS*	TRANSITION** COMPONENTS			INSTRUCTIONAL*** MATERIALS	PAGE
	F	P	C	IM	
Health/Safety					
Drug and Alcohol Abuse/Drugs	*	*	*		267
Drug and Alcohol Abuse/Alcohol	*	*	*		267
Human Anatomy	*	*	*		268
Safety	*			**	269
Personal Hygiene	*	*	*	**	269
Communication with Medical Personnel/Services		*	*	**	270
Diseases/Disabilities		*			271
Basic Living					
Money and Finance	*	*	*	**	272
Travel and Transportation	*	*	*	**	274
Food and Clothing	*	*	*	**	275
Oral Communication and Telephone	*	*	*	**	278
Written Communication		*	*		280
Time Management					280
Leisure Activities	*	*	*	**	282
Consumer Education/Consumer of Goods		*	*	**	289
Consumer Education/Consumer of Services		*	*	**	300
Consumer Education/Financial Consumerism		*	*	**	303
Consumer Education/Record Keeping		*	*		307
Social/Emotional					
Work Habits/Task Completion	*	*		**	309
Work Habits/Independent Work	*	*		**	310
Work Habits/Following Directions	*	*		**	311
Work Habits/Accepting/Rejecting Criticism	*	*	*	**	312
Work Habits/Evaluating Work Habits	*	*			312
Relationships/Self Concept	*	*		**	313
Relationships/Resolving Conflicts	*	*	*	**	313
Relationships/Expressing Feelings	*	*		**	315
Relationships/Responding in Social Situations	*	*	*	**	316
Relationships/Respecting Rights of Others	*	*	*	**	319
Relationships/Self Management		*		**	320
Relationships/Goal Setting		*	*	**	323
Adapting to Environment/Abiding by Laws/Rules	*	*	*	**	324
Adapting to Environment/Maintaining Environment	*	*		**	325
Adapting to Environment/Reality	*	*	*	**	326
Career Education					
Career Awareness (K-12)	*	*	*	**	327
Career Exploration (K-12)	*	*	*	**	330
Career Decision Making (7-12)	*	*	*	**	332
Job Seeking Skills (7-12)	*	*	*	**	334
Job Keeping Skills (7-12)	*	*	*	**	337
Vocational Skills (9-12)		*	*	**	340

Psycho- Perceptual Skills

[illegible]

[illegible] [illegible]/Gross Motor Development
Objective: Maintain balance while walking forward/backward.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Maintain balance while walking, standing, turning.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Balance on one foot.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Walk on balance beam, maintaining balance.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Walk on a line, maintaining balance.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Run.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Go up and down stairs, alternating feet.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Jump in place.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Hop in place.
Instr. Apt.:

[illegible] [illegible]/Gross Motor Development
Objective: Jump over a variable space.
Instr. Apt.:

[illegible]

[illegible] Skills/Areas Below Developmental Objectives: Spring.
Intro. Apt.)

[illegible] Skills/Areas Below Developmental Objectives: Stop.
Intro. Apt.)

[illegible] Skills/Areas Below Developmental Objectives: Three and seven objects.
Intro. Apt.)

[illegible] Skills/Areas Below Developmental Objectives: Kick ball to target area.
Intro. Apt.)

[illegible] Skills/Areas Below Developmental Objectives: Complete rhythmic patterns (clapping, marching).
Intro. Apt.)

[illegible] Skills/Areas Below Developmental Objectives: Identify body parts.
Intro. Apt.)

[illegible] Skills/Plus Below Content Objectives: Shape blocks.
Intro. Apt.)

[illegible] Skills/Plus Below Content Objectives: Build a tower of 7 blocks.
Intro. Apt.)

[illegible] Skills/Plus Below Content Objectives: Copy block design.
Intro. Apt.)

[illegible] Skills/Plus Below Content Objectives: Stirring beads.
Intro. Apt.)

[illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible] II A 15 f
Objective. [illegible]
Instr. Kit.

[illegible] II A 16 f
Objective. [illegible]
Instr. Kit.

[illegible] II A 17 f
Objective. [illegible]
Instr. Kit.

[illegible] III A 1 f
Objective. [illegible]
Instr. Kit.

[illegible] III A 2 f
Objective. [illegible]
Instr. Kit.

[illegible] III A 3 f
Objective. [illegible]
Instr. Kit.

[illegible] III A 4 f
Objective. [illegible]
Instr. Kit.

[illegible] III A 5 f
Objective. [illegible]
Instr. Kit.

[illegible] III A 6 f
Objective. [illegible]
Instr. Kit.

[illegible] III A 7 f
Objective. [illegible]
Instr. Kit.

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Psycho-Perceptual Skills

Psycho-Perceptual Skills/Pre-Writing Skills III A 8 P
Objective: Reproduce lines of angle on peghoard.
Instr. Mat.:

Psycho-Perceptual Skills/Pre-Writing Skills III A 9 P
Objective: Copy own name.
Instr. Mat.:

Psycho-Perceptual Skills/Pre-Writing Skills III A 10 P
Objective: Write own name.
Instr. Mat.:

Psycho-Perceptual Skills/Pre-Writing Skills III A 11 P
Objective: Copy geometric shapes.
Instr. Mat.:

Psycho-Perceptual Skills/Pre-Writing Skills III A 12 P
Objective: Produce geometric shapes as requested.
Instr. Mat.:

Psycho-Perceptual Skills/Pre-Writing Skills III P 19 P
Objective: Identify left and right direction/side.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 1 P
Objective: Discriminate whether sounds are the same or different.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 2 P
Objective: Identify initial sound/blend.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 3 P
Objective: Identify final sound/blend.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 4 P
Objective: Identify middle sound.
Instr. Mat.:

Psycho-Perceptual Skills

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 5 F
Objective: Identify common environmental sounds.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 6 F
Objective: Identify rhyming words.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 7 F
Objective: Recall and repeat a sequence of 7 digits/words.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 8 F
Objective: Follow a series of 7 directions.
Instr. Mat.:

Psycho-Perceptual Skills/Auditory Perceptual Skills IV A 9 F
Objective: Locate direction of sound.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 1 F
Objective: Track moving objects horizontally with both eyes crossing midline.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 2 F
Objective: Track numbers, letters or words from left to right.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 3 F
Objective: Discriminate like/unlike symbols/designs.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 4 F
Objective: Tell what is missing in picture.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 5 F
Objective: Find hidden objects in picture.
Instr. Mat.:

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Psycho-Perceptual Skills

Psycho-Perceptual Skills/Visual Perceptual Skills V A 6 ?
Objective: Recall/reproduce a sequence of ? digits, words or objects shown visually.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 7 ?
Objective: Correctly sequence picture story.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 8 ?
Objective: Complete an inset puzzle of ? pieces.
Instr. Mat.:

Psycho-Perceptual Skills/Visual Perceptual Skills V A 9 ?
Objective: Assemble a puzzle of ? separate pieces.
Instr. Mat.:

Early Development

Early Development Skills

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 1
Objective: Have asymmetrical tonic neck reflex.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 2 F
Objective: Have hand fisted on contact.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 3 F
Objective: Have slight flare in hands as arms extend.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 4 F
Objective: Have symmetrical eye movement.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 5
Objective: Have head predominantly to side.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 6 F
Objective: Look at person momentarily.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 7
Objective: Roll part way to side.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 8 F
Objective: Turn head in both directions.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 9
Objective: Thrust legs in play.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 10 F
Objective: Have horizontal eye movement, tracing an arc of 90 degrees.
Instr. Mat.:

Early Development Skills

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 11 F
Objective: Have vertical eye movement following object as it is moved toward feet, then toward top of head.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 12 F
Objective: Visually follow moving person within distance of 6 feet.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 13 F
Objective: Make circular eye movements, focusing on object 1 foot from face.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 14 F
Objective: Look at hands or objects in hands.
Instr. Mat.: 4.

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 15
Objective: Take object in either hand to mouth for sucking.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 16 F
Objective: Have symmetrical arm movement.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 17
Objective: Roll from side to back.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 18 F
Objective: Hold head steady in midline.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 19
Objective: Kick vigorously with both legs.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 20
Objective: Have hands predominantly open.
Instr. Mat.:

Early Development Skills

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 21 F
Objective: Have hands come to midline.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 22a
Objective: Play with hands and fingers.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 22b F
Objective: Watch movements of hands and fingers.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 23
Objective: Roll from back to side.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 24
Objective: Roll onto stomach.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 25 F
Objective: Have eyes follow object through an arc of 180 degrees.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 26
Objective: Pat objects such as bottle or doll.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 27 F
Objective: Reach for and take desired objects within reach.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 28 F
Objective: Have Palmar grasp.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Supine Position A 1 29
Objective: Grasp foot with hand.
Instr. Mat.:

Early Development Skills

Pre-Ambulatory Motor Skills and Behaviors/Supine Position Objective: Have intermediate grasp. Instr. Mat.:	A 1 30	F
Pre-Ambulatory Motor Skills and Behaviors/Supine Position Objective: Lift head as to get up. Instr. Mat.:	A 1 31	
Pre-Ambulatory Motor Skills and Behaviors/Supine Position Objective: Reach for and grasp objects with one hand. Instr. Mat.:	A 1 32	F
Pre-Ambulatory Motor Skills and Behaviors/Supine Position Objective: Bang and shake rattle. Instr. Mat.:	A 1 33	
Pre-Ambulatory Motor Skills and Behaviors/Supine Position Objective: Transfer an object from one hand to the other. Instr. Mat.:	A 1 34	F
Pre-Ambulatory Motor Skills and Behaviors/Supine Position Objective: Have bilateral reach. Instr. Mat.:	A 1 35	F
Pre-Ambulatory Motor Skills and Behaviors/Supine Position Objective: Take feet to mouth. Instr. Mat.:	A 1 36	
Pre-Ambulatory Motor Skills and Behaviors/Prone Position Objective: Lift head slightly. Instr. Mat.:	A 2 1	
Pre-Ambulatory Motor Skills and Behaviors/Prone Position Objective: Lift head to 45 degrees momentarily. Instr. Mat.:	A 2 2	
Pre-Ambulatory Motor Skills and Behaviors/Prone Position Objective: Lift head 90 degrees. Instr. Mat.:	A 2 3	

Early Development Skills

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 4
Objective: Raise chest with elbow and forearm support.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 5
Objective: Raise chest with most of weight on hands.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 6
Objective: Roll to supine position.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 7
Objective: Take a swimming position - weight on stomach only.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 8 F
Objective: Pivot
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 9
Objective: Crawl, dragging body.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 10
Objective: Assume a low creeping position.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 11
Objective: Assume a high creeping position.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 12
Objective: Creep on hands and knees.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 13
Objective: Change from creeping to sitting position.
Instr. Mat.:

Early Development Skills

Pre-Ambulatory Motor Skills and Behaviors/Prone Position A 2 14
Objective: Reach for object with weight on one arm.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 1
Objective: Sit with head sagging forward.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 2
Objective: Sit with head held forward with some control but also with some bobbing.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 3
Objective: Steady head but does not hold it erect.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 4
Objective: Hold head erect and steady.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 5
Objective: Sit supported.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 6
Objective: Sit leaning forward on hands for 5 seconds.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 7
Objective: Sit with hands free to manipulate for 5 seconds.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 8
Objective: Sit erect and unsupported for five minutes.
Instr. Mat.:

Pre-Ambulatory Motor Skills and Behaviors/Sitting Position A 3 9
Objective: Lean forward from sitting position and re-erect.
Instr. Mat.:

[illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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[illegible]

[illegible]

[illegible] [illegible] [illegible] [

Early Development Skills

Gross Motor Skills and Behaviors/Walking 0 1 4
Objective: Walk and rarely fall.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 7
Objective: Run.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 8
Objective: Stepping over a 2" x 4" board.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 9
Objective: Backwards three steps.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 10
Objective: Backwards a distance of 3 yards.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 11
Objective: On tiptoes three steps.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 12
Objective: Forward heel to toe three steps.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 13
Objective: On tiptoes a distance of 3 yards.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 14
Objective: On straight line for 3 yards.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking 0 1 15
Objective: A 2' wide curvular line of 3 yard diameter.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Walking
Objective: Forward on line heel to toe a distance of 2 yards.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking
Objective: Sideward-steps across 1" wide line a distance of 2 yards.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking
Objective: Backward toe to heel one step.
Instr. Mat.:

Gross Motor Skills and Behaviors/Walking
Objective: Backward toe to heel a distance of 2 yards.
Instr. Mat.:

Gross Motor Skills and Behaviors/Stairs and Climbing
Objective: Creep up stairs.
Instr. Mat.:

Gross Motor Skills and Behaviors/Stairs and Climbing
Objective: Creep down stairs backwards.
Instr. Mat.:

Gross Motor Skills and Behaviors/Stairs and Climbing
Objective: Climb onto furniture such as low couch.
Instr. Mat.:

Gross Motor Skills and Behaviors/Stairs and Climbing
Objective: Climb in and out of an adult chair.
Instr. Mat.:

Gross Motor Skills and Behaviors/Stairs and Climbing
Objective: Walk up stairs with one hand held.
Instr. Mat.:

Gross Motor Skills and Behaviors/Stairs and Climbing
Objective: Walk down stairs with one hand held.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 7 — F
Objective: Walk alone up stairs holding rail.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 8 — F
Objective: Walk alone down stairs holding rail.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 9
Objective: Walk up stairs alternating feet with one hand held.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 10
Objective: Walk down stairs alternating feet with one hand held.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 11
Objective: Climb ladder of low play equipment.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 12
Objective: Walk up stairs alternating feet while holding rail.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 13
Objective: Walk down stairs alternating feet while holding rail.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 14 — F
Objective: Walk up stairs carrying object in one hand without holding rail.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 15 — F
Objective: Walk down stairs carrying object in one hand without holding
rail.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ensure and Climbing — 0 1 16 — F
Objective: Walk up and down stairs carrying objects in both hands.
Instr. Mat.:

F2

Early Development Skills

Gross Motor Skills and Behaviors/Running — D 4 1
Objective: Run Stiffly with some falling.
Instr. Mat.:

Gross Motor Skills and Behaviors/Running — D 4 2
Objective: Run well without falling.
Instr. Mat.:

Gross Motor Skills and Behaviors/Running — D 4 3
Objective: Run smoothly with changes in speech.
Instr. Mat.:

Gross Motor Skills and Behaviors/Running — D 4 4
Objective: Skip on one foot.
Instr. Mat.:

Gross Motor Skills and Behaviors/Running — D 4 5
Objective: Skip alternating feet.
Instr. Mat.:

Gross Motor Skills and Behaviors/Running — D 4 6
Objective: Run 50 yards in 15 seconds.
Instr. Mat.:

Gross Motor Skills and Behaviors/Running — D 4 7
Objective: Run 50 yards in 12 seconds.
Instr. Mat.:

Gross Motor Skills and Behaviors/Running — D 4 8
Objective: Run around three obstacles a distance of 50 yards
in 12 seconds with start/finish lines at same point.
Instr. Mat.:

Gross Motor Skills and Behaviors/Jumping — D 5 1
Objective: Jump off floor with both feet and land without losing
balance.
Instr. Mat.:

Gross Motor Skills and Behaviors/Jumping — D 5 2
Objective: Jump 7 (3-10) consecutive number of jumps.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Jumping — 0 5 3
Objective: Broad jump a distance of ? (2 in. - 3 ft).
Instr. Mat.:

Gross Motor Skills and Behaviors/Jumping — 0 5 4
Objective: Running jump a height of ? (2 in. - 8 in.).
Instr. Mat.:

Gross Motor Skills and Behaviors/Jumping — 0 5 5
Objective: Jump a rope turned by others ? (2-8) consecutive times.
Instr. Mat.:

Gross Motor Skills and Behaviors/Hopping — 0 6 1a
Objective: On preferred foot ? (quantity) hops.
Instr. Mat.:

Gross Motor Skills and Behaviors/Hopping — 0 6 1b
Objective: On preferred foot a distance of ?.
Instr. Mat.:

Gross Motor Skills and Behaviors/Hopping — 0 6 2a
Objective: On other foot for ? (quantity) hops.
Instr. Mat.:

Gross Motor Skills and Behaviors/Hopping — 0 6 2b
Objective: On other foot, a distance of ?.
Instr. Mat.:

Gross Motor Skills and Behaviors/Kicking — 0 7 1
Objective: Kick a playground ball without losing balance.
Instr. Mat.:

Gross Motor Skills and Behaviors/Kicking — 0 7 2
Objective: Walk up and kick a stationary playground ball.
Instr. Mat.:

Gross Motor Skills and Behaviors/Kicking — 0 7 3
Objective: Take two or more coordinated steps and kick a playground ball.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Kicking 0 7 4
Objective: Do beginning dropkick.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 1
Objective: Attempt to stand with one hand held.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 2
Objective: Walk with one foot and other foot on floor.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 3
Objective: Walk with both hands held.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 4
Objective: Stand unassisted with both feet.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 5
Objective: Attempt to walk without assistance.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 6
Objective: Walk forward using hands to balance.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 7
Objective: Walk with hands at side.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 8
Objective: Walk heel to toe.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board 0 0 9
Objective: Walk backward with hands at side.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Balance Board B 8 10
Objective: Walk backward heel to toe.
Instr. Mat.:

Gross Motor Skills and Behaviors/Balance Board B 8 11
Objective: Walk forward with eyes focused on a target at eye level.
Instr. Mat.:

Gross Motor Skills and Behavior/Catching B 9 1
Objective: Bounced 9" playground ball with arms and body.
Instr. Mat.:

Gross Motor Skills and Behavior/Catching B 9 2
Objective: Bounced 9" playground ball with hands and chest.
Instr. Mat.:

Gross Motor skills and Behavior/Catching B 9 3
Objective: Thrown 9" playground ball with arms and body.
Instr. Mat.:

Gross Motor Skills and Behavior/Catching B 9 4
Objective: Bounced 9" playground ball with both hands.
Instr. Mat.:

Gross Motor Skills and Behavior/Catching B 9 5
Objective: Thrown 9" playground ball with hands and chest.
Instr. Mat.:

Gross Motor Skills and Behavior/Catching B 9 6
Objective: Thrown 9" playground ball with both hands.
Instr. Mat.:

Gross Motor Skills and Behavior/Catching B 9 7
Objective: Bounced tennis ball with both hands.
Instr. Mat.:

Gross Motor Skills and Behavior/Catching B 9 8
Objective: Thrown tennis ball with one hand.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Rolling and Throwing B 10 1
Objective: Roll 9" playground ball while in sitting position.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rolling and Throwing B 10 2
Objective: Hurl 9" ball.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rolling and Throwing B 10 3
Objective: Throw an object and follow it visually.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rolling and Throwing B 10 4
Objective: Throw a 9" playground ball a distance of ? yards (2-5).
Instr. Mat.:

Gross Motor Skills and Behaviors/Rolling and Throwing B 10 5
Objective: Throw a tennis ball a distance of ? yards (2-5).
Instr. Mat.:

Gross Motor Skills and Behaviors/Rolling and Throwing B 10 6
Objective: Toss a beanbag into a wastebasket ? of 5 times.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ball Bouncing B 11 1
Objective: And catch a 9" playground ball once with both hands.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ball Bouncing B 11 2
Objective: A 9" playground ball two or more times with both hands.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ball Bouncing B 11 3
Objective: A 9" playground ball with one hand a distance of 2 yards and
catch it with both hands.
Instr. Mat.:

Gross Motor Skills and Behaviors/Ball Bouncing B 11 4
Objective: A tennis ball once and catch it with both hands.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Rhythm B 12 1
Objective: Respond to music rhythmically with whole body.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rhythm B 12 2
Objective: Respond to music by movements of separate body parts.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rhythm B 12 3
Objective: Walk in rhythm to music.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rhythm B 12 4
Objective: Attempt rhythmic movement with hand instruments.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rhythm B 12 5
Objective: Keep time to simple tunes with hand instruments.
Instr. Mat.:

Gross Motor Skills and Behaviors/Rhythm B 12 6
Objective: Gallop, jump and run in rhythm and tempo to simple tunes.
Instr. Mat.:

Gross Motor Skills and Behaviors/Wheel Toys B 13 1
Objective: Pull wheel toy walking forward or backward.
Instr. Mat.:

Gross Motor Skills and Behaviors/Wheel Toys B 13 2
Objective: Sit on wheel toy to be pushed.
Instr. Mat.:

Gross Motor Skills and Behaviors/Wheel Toys B 13 3
Objective: Pedal tricycle.
Instr. Mat.:

Gross Motor Skills and Behaviors/Wheel Toys B 13 4
Objective: Pedal tricycle around corners.
Instr. Mat.:

Early Development Skills

Gross Motor Skills and Behaviors/Wheel Toys — B 13 5
Objective: Ride and steer wagon with one foot.
Instr. Mat.:

Gross Motor Skills and Behaviors/Wheel Toys — B 13 6
Objective: Ride small bike with training wheels.
Instr. Mat.:

Gross Motor Skills and Behaviors/Wheel Toys — B 13 7
Objective: Ride small bike without training wheels.
Instr. Mat.:

Gross Motor Skills and Behaviors/Wheel Toys — B 13 8
Objective: Roller skate forward 10 ft.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 1 F
Objective: Use inferior pincer grasp.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 2
Objective: Poke or examine objects with index finger.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 3 F
Objective: Use neat pincer grasp.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 4 F
Objective: Put objects in container.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 5
Objective: Squeeze squeaking toy with hand.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 6 F
Objective: Have eyes follow movements of hands or object in hand.
Instr. Mat.:

Early Development Skills

Fine Motor Skills and Behaviors C 1 7 F
Objective: Pick up small objects, such as raisins, with pincer grasp.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 8 F
Objective: Unwrap loosely wrapped small objects.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 9 F
Objective: "Nest" objects graduated in size.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 10 F
Objective: Turn knobs (on TV, radio, toys, etc.).
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 11
Objective: Turn door knob to open door.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 12
Objective: Make stirring movement.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 13
Objective: Cut dough or soft clay with cookie cutter.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 14 F
Objective: String one-inch beads.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 15 F
Objective: Unscrew and screw three-inch lid.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 16 F
Objective: Fold paper.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 17 — F
Objective: String half-inch beads.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 18
Objective: Wind up toy.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 19 — F
Objective: Unscrew and screw on a one-inch lid.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 20 — F
Objective: Sort dissimilar objects.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 21 — F
Objective: Put paper clip on paper.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 22 — F
Objective: Crease paper with fingers.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 23 — F
Objective: Fold paper diagonally and crease it.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 24 — F
Objective: Open lock with key.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 25 — F
Objective: Sew through holes in sewing card.
Instr. Mat.:

Fine Motor Skills and Behaviors — C 1 26 — F
Objective: Open and close larage safety pin.
Instr. Mat.:

Early Development Skills

Fine Motor Skills and Behaviors C 1 27 F
Objective: Build structure with blocks. Tinker Toys, etc.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 28 F
Objective: Use pencil sharpener.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 29 F
Objective: Use eraser.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 30 F
Objective: Dial telephone number given in writing.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 31 F
Objective: Drive large nails in soft wood.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 32 F
Objective: Draw line using ruler.
Instr. Mat.:

Fine Motor Skills and Behaviors C 1 33 F
Objective: Thread large needle.
Instr. Mat.:

Fine Motor Skills and Behaviors/Block Tower Building C 2 1
Objective: Pick up block.
Instr. Mat.:

Fine Motor Skills and Behaviors/Block Tower Building C 2 2
Objective: Place block on flat surface with voluntary release.
Instr. Mat.:

Fine Motor Skills and Behaviors/Block Tower Building C 2 3
Objective: Attempt to build tower.
Instr. Mat.:

Early Development Skills

Fine Motor Skills and Behaviors/Block Tower Building C 2 4
Objective: Build tower with ? of 6 blocks.
Instr. Mat.:

Fine Motor Skills and Behaviors/Puzzles C 3 1
Objective: Simple inset puzzle.
Instr. Mat.:

Fine Motor Skills and Behaviors/Puzzles C 3 2
Objective: Inset puzzle of ? pieces (3-20).
Instr. Mat.:

Fine Motor Skills and Behaviors/Puzzles C 3 3 F
Objective: Puzzle, not inset, or ? pieces (12-50).
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 1
Objective: Hold crayon or pencil in fist and make incidental marks.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 2
Objective: Imitate a scribble.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 3
Objective: Make purposeful marks with crayon (may go off page).
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 4
Objective: Scribble and seldom go off page.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 5
Objective: Hold pencil/crayon with fingers, perhaps, incorrectly, with hand not fisted.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 6
Objective: Draw a ball or apple when shown how.
Instr. Mat.:

Early Development Skills

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 7
Objective: Trace along a vertical line.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 8
Objective: Trace along a horizontal line.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 9
Objective: Grasp pencil correctly.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 10
Objective: Color within lines.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 11
Objective: Trace letters.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 12
Objective: Make circles between writing lines.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 13
Objective: Make vertical lines between writing lines.
Instr. Mat.:

Fine Motor Skills and Behaviors/Pre-Handwriting C 4 14 F
Objective: Copy first name.
Instr. Mat.:

Fine Motor Skills and Behaviors/Draw a Person C 5 1
Objective: Draw a person with ? of 10 body parts present in picture.
Instr. Mat.:

Fine Motor Skills and Behaviors/Designs C 6 1
Objective: Imitate ? out of 8 designs.
Instr. Mat.:

Early Development Skills

Fine Motor Skills and Behaviors/Designs C 6 2
Objective: Copy ? out of 8 designs.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 1
Objective: Place scissors on fingers and hold them correctly.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 2
Objective: Open and close scissors.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 3
Objective: Snip or make small cut in paper.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 4
Objective: Hold paper for cutting.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 5
Objective: Cut 5 inch paper in two.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 6
Objective: Cut 5 inch line within 1/2 inch in 15 seconds.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 7
Objective: Cut triangle with 2 inch sides within 1/2 inch in 35 seconds.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 8
Objective: Move paper while cutting.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 9
Objective: Cut 5 inch circle within 1/2 inch in 35 seconds.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 10
Objective: Cut 5 inch circle within 1/4 inch in 35 seconds.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 11
Objective: Cut 5 inch curving line within 1/4 inch in 35 seconds.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 12 F
Objective: Cut cardboard and cloth.
Instr. Mat.:

Fine Motor Skills and Behaviors/Cutting with Scissors C 7 13 F
Objective: Cut out items such as paper dolls.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 1
Objective: Make whole arm strokes which may form arc and go off page.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 2
Objective: Have some wrist/scrubbing action.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 3 F
Objective: Regard process as more important than end product.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 4
Objective: Experiment with vertical and horizontal lines, dots or circular movements.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 5 F
Objective: Give name to picture not readily understandable to others.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 6
Objective: Paint objects and designs crude or imperfect in size and space relationships, but usually recognizable.
Instr. Mat.:

Early Development Skills

Fine Motor Skills and Behaviors/Painting with Brush C 8 7 F
Objective: Be more concerned with end product than with process.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 8 F
Objective: Evaluate and criticize own painting.
Instr. Mat.:

Fine Motor Skills and Behaviors/Painting with Brush C 8 9 F
Objective: Select colors with care.
Instr. Mat.:

Fine Motor Skills and Behaviors/Clay C 9 1
Objective: Manipulate clay.
Instr. Mat.:

Fine Motor Skills and Behaviors/Clay C 9 2
Objective: Pound clay.
Instr. Mat.:

Fine Motor Skills and Behaviors/Clay C 9 3
Objective: Squeeze clay.
Instr. Mat.:

Fine Motor Skills and Behaviors/Clay C 9 4
Objective: Pull clay apart.
Instr. Mat.:

Fine Motor Skills and Behaviors/Clay C 9 5
Objective: Make flat round cakes with clay.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 1
Objective: Have sucking reflex.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 2
Objective: Have "rooting" reflex.
Instr. Mat.:

Early Development Skills

Self Help Skills/Feeding/Eating D 1 3
Objective: Form tight seal around nipple when sucking.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 4
Objective: Swallow soft foods.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 5
Objective: Use tongue to move food in mouth.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 6
Objective: Open mouth as spoon with food is presented.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 7
Objective: Use lips to close mouth tightly.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 8
Objective: Feed self cracker.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 9
Objective: Hold Bottle.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 10
Objective: Drink from cup held by adult.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 11
Objective: Hold cup with both hands to drink, with assistance.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 12
Objective: Lift empty cup to mouth in imitation.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 13
Objective: Feed self finger foods.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 14
Objective: Discard bottle.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 15
Objective: Control drooling.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 16 F
Objective: Lift cup from table to drink.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 17 F
Objective: Return cup to table after drinking.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 18
Objective: Hold cup with both hands in drinking without aid.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 19
Objective: Chew and swallow semi-solid foods.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 20
Objective: Chew and swallow solid foods.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 21
Objective: Take spoon from plate to mouth with some spilling.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 22
Objective: Manipulate spoon to "scoop" food.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 23
Objective: Suck from straw.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 24 F
Objective: Hold glass with one hand.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 25
Objective: Chew with rotary motion.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 26
Objective: Control turning of spoon.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 27 F
Objective: Hold fork in fist.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 28 F
Objective: Hold spoon in fingers.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 29 F
Objective: Hold fork in fingers.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 30 F
Objective: Use napkin.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 31 F
Objective: Use knife for spreading.
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 32 F
Objective: Use knife for cutting.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 33 F
Objective: Pour liquid from a pitcher of one to two quarts.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 34
Objective: Prepare dry cereal.
Instr. Mat.:

Self Help Skills/Feeding/Eating D 1 35 F
Objective: Prepare a sandwich.
Instr. Mat.:

Self Help Skills/Undressing D 2 1
Objective: Cooperate in undressing.
Instr. Mat.:

Self Help Skills/Undressing D 2 2
Objective: Assist in undressing.
Instr. Mat.:

Self Help Skills/Undressing D 2 3
Objective: Remove socks.
Instr. Mat.:

Self Help Skills/Undressing D 2 4
Objective: Remove shoes.
Instr. Mat.:

Self Help Skills/Undressing D 2 5
Objective: Remove coat.
Instr. Mat.:

Self Help Skills/Undressing D 2 6
Objective: Remove shirt.
Instr. Mat.:

Self Help Skills/Undressing D 2 7
Objective: Remove dress.
Instr. Mat.:

Self Help Skills/Undressing D 2 8
Objective: Remove "pull down" garments.
Instr. Mat.:

Self Help Skills/Undressing D 2 9
Objective: Undress self except for "pull over" garments.
Instr. Mat.:

Self Help Skills/Undressing D 2 10
Objective: Remove "pull over" garments.
Instr. Mat.:

Self Help Skills/Dressing D 3 1
Objective: Cooperate in dressing.
Instr. Mat.:

Self Help Skills/Dressing D 3 2
Objective: Assist in dressing.
Instr. Mat.:

Self Help Skills/Dressing D 3 3
Objective: Put on shoes (may be on wrong feet).
Instr. Mat.:

Self Help Skills/Dressing D 3 4
Objective: Put on coat.
Instr. Mat.:

Self Help Skills/Dressing D 3 5
Objective: Put on shirt.
Instr. Mat.:

Self Help Skills/Dressing D 3 6
Objective: Put on dress.
Instr. Mat.:

Self Help Skills/Dressing D 3 7
Objective: Put on socks.
Instr. Mat.:

Self Help Skills/Dressing D 3 8
Objective: Put on "pull up" garment.
Instr. Mat.:

Self Help Skills/Dressing D 3 9
Objective: Insert belt in loops.
Instr. Mat.:

Self Help Skills/Dressing D 3 10
Objective: Know which shoe goes on which foot.
Instr. Mat.:

Self Help Skills/Dressing D 3 11
Objective: Pull on "pull over" garments.
Instr. Mat.:

Self Help Skills/Dressing D 3 12
Objective: Dress with minimal supervision, other than for assistance with difficult fasteners.
Instr. Mat.:

Self Help Skills/Dressing D 3 13 F
Objective: Dress unsupervised, except for help with difficult fasteners.
Instr. Mat.:

Self Help Skills/Unfastening D 4 1
Objective: Untie bow.
Instr. Mat.:

Self Help Skills/Unfastening D 4 2
Objective: Unsnap front.
Instr. Mat.:

Self Help Skills/Unfastening D 4 3
Objective: Unbutton front.
Instr. Mat.:

Self Help Skills/Unfastening D 4 4
Objective: Unzip non-separating front zipper.
Instr. Mat.:

Self Help Skills/Unfastening D 4 5
Objective: Unzip separating front zipper.
Instr. Mat.:

Early Development Skills

Self Help Skills/Unfastening D 4 6
Objective: Unsnap back.
Instr. Mat.:

Self Help Skills/Unfastening D 4 7
Objective: Unzip back (non-separating) zipper.
Instr. Mat.:

Self Help Skills/Unfastening D 4 8
Objective: Unbutton back.
Instr. Mat.:

Self Help Skills/Fastening D 5 1
Objective: Button large front buttons.
Instr. Mat.:

Self Help Skills/Fastening D 5 2
Objective: Button small front buttons.
Instr. Mat.:

Self Help Skills/Fastening D 5 3
Objective: Snap front.
Instr. Mat.:

Self Help Skills/Fastening D 5 4
Objective: Zip front non-separating zipper.
Instr. Mat.:

Self Help Skills/Fastening D 5 5
Objective: Buckle belt or shoes.
Instr. Mat.:

Self Help Skills/Fastening D 5 6
Objective: Zip front separating zipper.
Instr. Mat.:

Self Help Skills/Fastening D 5 7
Objective: Lace shoes.
Instr. Mat.:

Early Development Skills

Self Help Skills/Fastening D 5 8
Objective: Attempt to tie shoe.
Instr. Mat.:

Self Help Skills/Fastening D 5 9
Objective: Ties shoe.
Instr. Mat.:

Self Help Skills/Fastening D 5 10
Objective: Button back.
Instr. Mat.:

Self Help Skills/Fastening D 5 11
Objective: Snap back.
Instr. Mat.:

Self Help Skills/Fastening D 5 12
Objective: Zip back (non-separating) zipper.
Instr. Mat.:

Self Help Skills/Know Front/Back of Clothes D 6 1
Objective: Position clothes for dressing for ? of 5 pieces of clothing.
Instr. Mat.:

Self Help Skills/Know When Clothes are Inside-Out D 7 1
Objective: Turn clothes right-side-out for ? of 5 pieces of clothing.
Instr. Mat.:

Self Help Skills/Toileting D 8 1
Objective: Indicate wet or soiled pants.
Instr. Mat.:

Self Help Skills/Toileting D 8 2
Objective: Have regular bowel movement.
Instr. Mat.:

Self Help Skills/Toileting D 8 3
Objective: Urinate in potty.
Instr. Mat.:

Self Help Skills/Toileting D 8 4
Objective: Sit on potty or toilet without undue resistance.
Instr. Mat.:

Self Help Skills/Toileting D 8 5
Objective: Usually be dry after nap.
Instr. Mat.:

Self Help Skills/Toileting D 8 6
Objective: Defecate in potty.
Instr. Mat.:

Self Help Skills/Toileting D 8 7
Objective: Verbalize toilet needs consistently.
Instr. Mat.:

Self Help Skills/Toileting D 8 8
Objective: Communicate the difference between bladder and bowel functions.
Instr. Mat.:

Self Help Skills/Toileting D 8 9
Objective: Pull down pants when he/she needs toileting.
Instr. Mat.:

Self Help Skills/Toileting D 8 10
Objective: Urinate without toileting assistance.
Instr. Mat.:

Self Help Skills/Toileting D 8 11
Objective: Care for toileting needs other than help in wiping.
Instr. Mat.:

Self Help Skills/Toileting D 8 12 F
Objective: Totally care for toileting needs including flushing toilet and washing and drying hands.
Instr. Mat.:

Self Help Skills/Bathing D 9 1
Objective: Cooperate in drying hands.
Instr. Mat.:

Self Help Skills/Bathing D 9 2
Objective: Cooperate in washing hands.
Instr. Mat.:

Self Help Skills/Bathing D 9 3
Objective: Dry hands with assistance.
Instr. Mat.:

Self Help Skills/Bathing D 9 4
Objective: Dry hands without assistance.
Instr. Mat.:

Self Help Skills/Bathing D 9 5
Objective: Wash hands using soap without assistance.
Instr. Mat.:

Self Help Skills/Bathing D 9 6
Objective: Wash face with assistance.
Instr. Mat.:

Self Help Skills/Bathing D 9 7
Objective: Dry face without assistance.
Instr. Mat.:

Self Help Skills/Bathing D 9 8
Objective: Indicate which faucet is hot and which is cold.
Instr. Mat.:

Self Help Skills/Bathing D 9 9
Objective: Turn faucet on/off.
Instr. Mat.:

Self Help Skills/Bathing D 9 10
Objective: Adjust water temperature.
Instr. Mat.:

Self Help Skills/Bathing D 9 11
Objective: Bathe with assistance.
Instr. Mat.:

Self Help Skills/Bathing — D 9 12 F
Objective: Bathe without assistance.
Instr. Mat.:

Self Help Skills/Bathing — D 9 13 F
Objective: Dry self after bathing.
Instr. Mat.:

Self Help Skills/Grooming — D 10 1 F
Objective: Wipe nose when requested to do so.
Instr. Mat.:

Self Help Skills/Grooming — D 10 2 F
Objective: Brush teeth with assistance.
Instr. Mat.:

Self Help Skills/Grooming — D 10 3 F
Objective: Rinse mouth and expel liquid.
Instr. Mat.:

Self Help Skills/Grooming — D 10 4 F
Objective: Brush teeth without assistance.
Instr. Mat.:

Self Help Skills/Grooming — D 10 5 F
Objective: Wipe nose without verbal clue.
Instr. Mat.:

Self Help Skills/Grooming — D 10 6 F
Objective: Clean nails.
Instr. Mat.:

Self Help Skills/Grooming — D 10 7 F
Objective: Brush hair.
Instr. Mat.:

Self Help Skills/Grooming — D 10 8 F
Objective: Comb hair.
Instr. Mat.:

Self Help Skills/Grooming — D 10 9 — F
Objective: Shine shoes.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 1 — F
Objective: Indicate where objects are kept or belong.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 2 — F
Objective: Imitate house work.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 3 — F
Objective: Avoid Hazards.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 4
Objective: Put away jacket.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 5 — F
Objective: Help put things away.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 6 — F
Objective: Wipe up spills.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 7
Objective: Put away toys.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 8 — F
Objective: Place dirty clothes in hamper.
Instr. Mat.:

Self Help Skills/Household Chores — D 11 9 — F
Objective: Clean up clutter.
Instr. Mat.:

Early Development Skills

Pre-Speech/Receptive Language E 1 1 F
Objective: Respond to a face of another with a momentary glance.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 2
Objective: Stop crying when someone enters the room.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 3
Objective: Anticipate feeding at sight of food.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 4
Objective: Turn eyes and head toward sound.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 5
Objective: Respond to friendly speech or fondling with a smile or coo.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 6
Objective: Respond to angry voice with a frown.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 7 F
Objective: Respond to name.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 8
Objective: Respond to "no-no".
Instr. Mat.:

Pre-Speech/Receptive Language E 1 9
Objective: Listen selectively to familiar words.
Instr. Mat.:

Pre-Speech/Receptive Language E 1 10
Objective: Listen to tick of watch.
Instr. Mat.:

Early Development Skills

Pre-Speech/Receptive Language E 1 11 F
Objective: Attend simple command.
Instr. Mat.:

Pre-Speech/Gestures E 2 1
Objective: Smile
Instr. Mat.:

Pre-Speech/Gestures E 2 2
Objective: Make facial expression in response to ringing of bell or sudden noise.
Instr. Mat.:

Pre-Speech/Gestures E 2 3
Objective: Smile when talked to.
Instr. Mat.:

Pre-Speech/Gestures E 2 4
Objective: Laugh aloud.
Instr. Mat.:

Pre-Speech/Gestures E 2 5
Objective: Raise arms when mother says "come here" or "up" while reaching toward child.
Instr. Mat.:

Pre-Speech/Gestures E 2 6
Objective: Shake head "no".
Instr. Mat.:

Pre-Speech/Gestures E 2 7
Objective: Wave "bye-bye".
Instr. Mat.:

Pre-Speech/Gestures E 2 8 F
Objective: Give affection.
Instr. Mat.:

Pre-Speech/Gestures E 2 9 F
Objective: Nod head for "yes".
Instr. Mat.:

Early Development Skills

Pre-Speech/Vocalization E 3 1
Objective: Make small throaty sounds.
Instr. Mat.:

Pre-Speech/Vocalization E 3 2
Objective: Make sounds of discomfort.
Instr. Mat.:

Pre-Speech/Vocalization E 3 3
Objective: Have a strong cry.
Instr. Mat.:

Pre-Speech/Vocalization E 3 4
Objective: Make pleasure sounds ("ah").
Instr. Mat.:

Pre-Speech/Vocalization E 3 5
Objective: Make coos and gurgles.
Instr. Mat.:

Pre-Speech/Vocalization E 3 6 F
Objective: Vocalize when talked to.
Instr. Mat.:

Pre-Speech/Vocalization E 3 7
Objective: Squeal.
Instr. Mat.:

Pre-Speech/Vocalization E 3 8
Objective: "Talk" to toy or pet.
Instr. Mat.:

Pre-Speech/Vocalization E 3 9
Objective: "Sing" tones.
Instr. Mat.:

Pre-Speech/Vocalization E 3 10
Objective: Babble using several consonants.
Instr. Mat.:

Early Development Skills

Pre-Speech/Vocalization E 3 11
Objective: Say "mama" and "dada" with no specific meaning.
Instr. Mat.:

Pre-Speech/Vocalization E 3 12
Objective: Imitate sounds or words.
Instr. Mat.:

Pre-Speech/Vocalization E 3 13
Objective: Say "mama" or "dada" with meaning.
Instr. Mat.:

Pre-Speech/Vocalization E 3 14
Objective: Unintelligibly jabber.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 1
Objective: Say one word.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 2
Objective: Say three words other than "mama" or "dada".
Instr. Mat.:

Speech and Language Skills/Syntax F 1 3
Objective: Use abbreviated sentences.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 4
Objective: Name object shown.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 5
Objective: Use noun phrases with adjective.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 6
Objective: Use subject-predicate phrases.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 7
Objective: Use plurals.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 8
Objective: Use noun phrase with article.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 9
Objective: Refer to self by name.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 10
Objective: Use three word phrases.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 11
Objective: Use possessive noun.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 12
Objective: Use three word sentences.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 13
Objective: Use pronoun to refer to others.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 14
Objective: Ask simple questions.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 15
Objective: Refer to self by pronoun.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 16
Objective: Add "ing".
Instr. Mat.:

Speech and Language Skills/Syntax F 1 17
Objective: Use past tense.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 18
Objective: Use negative phrases other than "no".
Instr. Mat.:

Speech and Language Skills/Syntax F 1 19
Objective: Use plurals other than by adding "s" (e.g. foot to feet).
Instr. Mat.:

Speech and Language Skills/Syntax F 1 20 F
Objective: Ask questions about persons and things.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 21 F
Objective: Relate an experience in which three or four events occur in sequence.
Instr. Mat.:

Speech and Language Skills/Syntax F 1 22
Objective: Ask definition of words.
Instr. Mat.:

Speech and Language Skills/Length of Sentences F 2 1
Objective: Use sentences averaging ? (2-7) words.
Instr. Mat.:

Speech and Language Skills/Personal Data Response F 3 1 F
Objective: Provide personal data at the developmental age level.
Instr. Mat.:

Speech and Language Skills/Social Speech F 4 1 F
Objective: Express wants and needs.
Instr. Mat.:

Speech and Language Skills/Social Speech F 4 2
Objective: Respond to simple "yes" or "no" questions.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 3
Objective: Call at least one person by name.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 4
Objective: Ask for food at table.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 5
Objective: Vocalize toilet needs.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 6
Objective: Respond appropriately to questions involving choices.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 7 — F
Objective: Say "Thank you" and "Please".
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 8 — F
Objective: Deliver simple message.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 9 — F
Objective: Show an interest in conversation of others.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 10 — F
Objective: Respond and make verbal greetings.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 11 — F
Objective: Acknowledge compliments/service.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 12 — F
Objective: Say "excuse me" to interrupt politely.
Instr. Mat.:

Early Development Skills

Speech and Language Skills/Social Speech — F 4 13 — F
Objective: Participate in a conversation without monopolizing it.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 14 — F
Objective: Answer phone and summon person requested.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 15 — F
Objective: Deliver two-part message orally.
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 16 — F
Objective: Answer phone, take simple message, and deliver it.
Instr. Mat.:

Speech and Language Skills/Verbal Direction — F 5 1 — F
Objective: Follow ? of 15 verbal directions.
Instr. Mat.:

Speech and Language Skills/Picture Vocabulary — F 6 1 — F
Objective: Point to ? of 18 pictures of objects.
Instr. Mat.:

Speech and Language Skills/Picture Vocabulary — F 6 2 — F
Objective: Name ? of 18 pictures of objects.
Instr. Mat.:

Speech and Language Skills/Articulation of Sounds — F 7 1
Objective: Articulate ? of 27 sounds in the initial position.
Instr. Mat.:

Speech and Language Skills/Articulation of Sounds — F 7 2
Objective: Articulate ? of 18 sounds in the final position.
Instr. Mat.:

Speech and Language Skills/Repeats Numbers — F 8 1
Objective: Repeat ? numbers in length (2-5).
Instr. Mat.:

12-4

Early Development Skills

Speech and Language Skills/Sentence Memory — F 9 1 — F
Objective: Repeat sentences of ? syllables (1-12).
Instr. Mat.:

Speech and Language Skills/Singing — F 10 1
Objective: Make sound with tonation in voice.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 2
Objective: Listen to music and rhymes.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 3
Objective: Spontaneously hum and sing syllables.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 4
Objective: Sing along with music, incoherently or off pitch.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 5
Objective: Sing along with music coherently.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 6
Objective: Sing parts of songs spontaneously.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 7
Objective: Participate in singing games.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 8
Objective: Approximate correct pitch.
Instr. Mat.:

Speech and Language Skills/Singing — F 10 9
Objective: Know a few songs completely.
Instr. Mat.:

Early Development Skills

Speech and Language Skills/Singing — F 10 10
Objective: Physically interpret the mood of the music.
Instr. Mat.:

General Knowledge and Comprehension/Body Parts — G 1 1 F
Objective: Point to ? of 30 body parts.
Instr. Mat.:

General Knowledge and Comprehension/Body Parts — G 1 2 F
Objective: Name ? of 30 body parts.
Instr. Mat.:

General Knowledge and Comprehension/Colors — G 2 1 F
Objective: Match ? of 10 colors.
Instr. Mat.:

General Knowledge and Comprehension/Colors — G 2 2 F
Objective: Point to ? of 6 colors.
Instr. Mat.:

General Knowledge and Comprehension/Colors — G 2 3 F
Objective: Name ? of 10 colors.
Instr. Mat.:

General Knowledge and Comprehension/Design Concepts — G 3 1 F
Objective: Match ? or 5 design concepts.
Instr. Mat.:

General Knowledge and Comprehension/Design Concepts — G 3 2 F
Objective: Point to ? or 5 design concepts.
Instr. Mat.:

General Knowledge and Comprehension/Design Concepts — G 3 3 F
Objective: Name ? of 5 design concepts.
Instr. Mat.:

General Knowledge and Comprehension/Time Concepts — G 4 1 F
Objective: Correctly use or demonstrate understanding of ? of 14 words and phrases.
Instr. Mat.:

Early Development Skills

General Knowledge and Comprehension/Quantitative Concepts — G 5 1 — F
Objective: Respond by pointing and verbally express understanding of ? of 12 concepts.
Instr. Mat.:

General Knowledge and Comprehension/Directional/Positional Concept — G 6 1 — F
Objective: Respond by pointing and verbally express understanding of ? of 23 concepts.
Instr. Mat.:

General Knowledge and Comprehension/Sorts — G 7 1 — F
Objective: Sort ? of 27 items by color, shape, size.
Instr. Mat.:

General Knowledge and Comprehension/Weather — G 8 1 — F
Objective: Name ? of 6 types of weather.
Instr. Mat.:

General Knowledge and Comprehension/Classifying — G 9 1 — F
Objective: Classify ? of 17 groups concretely, functionally, or abstractly.
Instr. Mat.:

General Knowledge and Comprehension/Situational Response — G 10 1 — F
Objective: Indicate what to do in ? of 12 different situations.
Instr. Mat.:

General Knowledge and Comprehension/Use of Objects — G 11 1 — F
Objective: Indicate use of ? of 18 objects.
Instr. Mat.:

General Knowledge and Comprehension/Function of Comm. Helpers — G 12 1 — FP
Objective: Indicate function of ? of 12 Community Helpers.
Instr. Mat.:

General Knowledge and Comprehension/Where to Go for Service — G 13 1 — FP
Objective: Indicate where to go for ? of 12 services.
Instr. Mat.:

Early Development Skills

Readiness/Responses to and Experience with Books H 1 1 F
Objective: Demonstrate responses and experiences with books at a developmental age level of (1.6 - 7.0).
Instr. Mat.:

Readiness/Visual Discrimination H 2 1 F
Objective: Discrimination between two like or different symbols (designs, words, upper case letters, lower case letters).
Instr. Mat.:

Readiness/Visual Discrimination H 2 2 F
Objective: Determine which of three symbols is different (designs, words, upper case letters, lower case letters).
Instr. Mat.:

Readiness/Recites Alphabet H 3 1
Objective: Recite ? of 26 letters.
Instr. Mat.:

Readiness/Upper Case Letters H 4 1
Objective: Match ? of 26 upper case letters.
Instr. Mat.:

Readiness/Upper Case Letters H 4 2
Objective: Point to ? of 26 upper case letters named by examiner.
Instr. Mat.:

Readiness/Upper Case Letters H 4 3
Objective: Name ? of 26 upper case letters pointed to by examiner.
Instr. Mat.:

Readiness/Lower Case Letters H 5 1
Objective: Match ? of 26 lower case letters.
Instr. Mat.:

Readiness/Lower Case Letters H 5 2
Objective: Point to ? of 26 lower case letters named by examiner.
Instr. Mat.:

Early Development Skills

Readiness/Lower Case Letters H 5 3
Objective: Name ? of 26 lower case letters pointed to by examiner.
Instr. Mat.:

Basic Reading Skills I 1 1
Objective: Auditorily discriminate ? of 25 letters.
Instr. Mat.:

Basic Reading Skills/Initial Consonants with Pictures I 2 1
Objective: Indicate which two pictures have the same initial consonant sound as the consonant presented for ? of 24.
Instr. Mat.:

Basic Reading Skills/Initial Consonants Visually I 3 1
Objective: Give the sound of the consonant in the initial position for ? of the 21 consonant-vowel combinations.
Instr. Mat.:

Basic Reading Skills/Initial Consonants Auditorily I 4 1
Objective: Recognize sound of the consonant in spoken words in the initial position for ? of the 21 words.
Instr. Mat.:

Basic Reading Skills/Vowels I 5 1
Objective: Recite ? of 5 vowels when requested.
Instr. Mat.:

Basic Reading Skills/Short Vowel Sounds I 6 1
Objective: Pronounce the vowel with its short sound for ? of the 5 vowels.
Instr. Mat.:

Basic Reading Skills/Long Vowel Sounds I 7 1
Objective: Pronounce the first vowel with its long sound and render the final "e" silent for ? of the 5 vowels. (a. final "e" and b. double vowel).
Instr. Mat.:

Basic Reading Skills/Reads Color Words I 8 1
Objective: Read ? of 11 color words.
Instr. Mat.:

Early Development Skills

Basic Reading Skills/Reads Number Words — I 9 1
Objective: Read ? of 10 number words.
Instr. Mat.:

Basic Reading Skills/Reads Common Signs — I 10 1 F
Objective: Read ? of 16 common signs.
Instr. Mat.:

Basic Reading Skills/Reads Comfortably/Literature — I 11 1 F
Objective: Read comfortable at ? grade level.
Instr. Mat.:

Basic Reading Skills/Reads Comfortably/Literature — I 11 2
Objective: Read/Listen/View core readings (See CA Lang. Arts Framework)
Instr. Mat.:

Manuscript Writing/Prints Personal Data — J 1 1 F
Objective: Print ? of 6 personal data items.
Instr. Mat.:

Manuscript Writing/Prints Upper Case Letters Sequentially — J 2 1
Objective: Print ? of 26 Upper Case letters sequentially.
Instr. Mat.:

Manuscript Writing/Prints Lower Case Letters Sequentially — J 3 1
Objective: Print ? of 26 Lower Case letters sequentially.
Instr. Mat.:

Manuscript Writing/Prints Upper Case Letters Dictated — J 4 1
Objective: Print ? of 26 Upper Case letters when dictated.
Instr. Mat.:

Manuscript Writing/Prints Lower Case Letters Dictated — J 5 1
Objective: Print ? of 26 Lower Case letters when dictated.
Instr. Mat.:

Manuscript Writing/Prints Simple Sentences — J 6 1
Objective: Print ? (1-4) simple sentences.
Instr. Mat.:

Early Development Skills

Manuscript Writing/Quality of Manuscript Writing J 7 1 F
Objective: Have appropriate: slant, formation, size, alignment, space, neatness and line quality.
Instr. Mat.:

Math/Number Concepts K 1 1 F
Objective: Demonstrate concept of "one more" by giving objects to examiner.
Instr. Mat.:

Math/Number Concepts K 1 2 F
Objective: Demonstrate concept of "just one" by giving an object to examiner.
Instr. Mat.:

Math/Number Concepts K 1 3
Objective: Count to ? (1-10).
Instr. Mat.:

Math/Count by Rote K 2 1 F
Objective: Count rote to ? (1-100).
Instr. Mat.:

Math/Reads Numerals K 3 1 F
Objective: Read numerals to ? (1-100).
Instr. Mat.:

Math/Numeral Comprehension K 4 1
Objective: Match ? of 10 qualities with symbol.
Instr. Mat.:

Math/Ordinal Position K 5 1
Objective: Understand ordinal position to ?.
Instr. Mat.:

Math/Numerals in Sequence K 6 1 F
Objective: Write numerals in sequence to ? (1-100).
Instr. Mat.:

Early Development Skills

Math/Writes Preceding and Following Numerals K 7 1
Objective: Preceding numerals up to ? (1-10).
Instr. Mat.:

Math/Writes Preceding and Following Numerals K 7 2
Objective: Following numerals up to ? (1-10).
Instr. Mat.:

Math/Writes Numerals Dictated K 8 1 F
Objective: Write numerals as dictated to ? (5-100).
Instr. Mat.:

Math/Addition Combinations K 9 1 F
Objective: Give sums to ? (4-18).
Instr. Mat.:

Math/Subtraction Combinations K 10 1 F
Objective: Give result to subtraction combinations with minuends to ? (4-10).
Instr. Mat.:

Math/Recognition of Money K 11 1 F
Objective: Name: penny, nickel, dime, quarter, half-dollar, and dollar.
Instr. Mat.:

Math/Recognition of Money K 11 2 F
Objective: Indicate value of: penny, nickel, dime, quarter, half-dollar, and dollar.
Instr. Mat.:

Math/Time K 12 1 F
Objective: Indicate the part of the day for specific daily activities.
Instr. Mat.:

Math/Time K 12 2 F
Objective: Sequence five daily activities and tell time of day for each.
Instr. Mat.:

Math/Time K 12 3
Objective: Discriminate between little and big hand on clock.
Instr. Mat.:

Math/Time K 12 4
Objective: Indicate the position of the hands on the clock for daily activities.
Instr. Mat.:

Math/Time K 12 5
Objective: Indicate the direction in which the clock hands turn.
Instr. Mat.:

Math/Time K 12 6
Objective: Identify numerals on the clock face.
Instr. Mat.:

Math/Time K 12 7
Objective: Tell hour hand from minute hand.
Instr. Mat.:

Math/Time K 12 8 FPC
Objective: Tell time to the hour.
Instr. Mat.:

Math/Time K 12 9 FPC
Objective: Tell time to the half-hour.
Instr. Mat.:

Math/Time K 12 10 FPC
Objective: Tell time to the quarter hour.
Instr. Mat.:

Basic Skills

Basic Skills

Readiness I 1 F
Objective: Name ? of 8 colors and 3 hues.
Instr. Mat.:

Readiness I 2
Objective: Visually discriminate ? of 20 designs, letters or words by pointing to which one is different.
Instr. Mat.:

Readiness I 3 F
Objective: Reproduce ? of 6 geometric designs in a scorable manner.
Instr. Mat.:

Readiness I 4
Objective: Visually recall and reproduce ? of 5 printed symbols with 5 second presentations.
Instr. Mat.:

Readiness I 5 F
Objective: Demonstrate the level of his body image by drawing a picture of a person with ? of 11 body parts.
Instr. Mat.:

Readiness I 6 F
Objective: Perform ? of 5 gross motor skills of graduated developmental skills.
Instr. Mat.:

Readiness I 7 F
Objective: Identify ? of 19 of his/her body parts by touching or pointing.
Instr. Mat.:

Readiness I 8 F
Objective: Follow ? of 18 directional and positional words.
Instr. Mat.:

Readiness I 9 F
Objective: Perform ? of 6 fine motor manipulative skills of different developmental levels.
Instr. Mat.:

Basic Skills

Readiness	I	10a	F
Objective: Demonstrate verbal fluency by conversing, asking questions, and sharing experiences verbally (progress from I 10a to I 10e). --Two words in combination--			
Instr. Mat.:			
Readiness	I	10b	FP
Objective: Demonstrate verbal fluency by conversing, asking questions, and sharing experiences verbally (progress from I 10a to I 10e). --phrases--			
Instr. Mat.:			
Readiness	I	10c	FP
Objective: Demonstrate verbal fluency by conversing, asking questions, and sharing experiences verbally (progress from I 10a to I 10e). --short sentences--			
Instr. Mat.:			
Readiness	I	10d	FPC
Objective: Demonstrate verbal fluency by conversing, asking questions, and sharing experiences verbally (progress from I 10a to I 10e). --asks simple questions--			
Instr. Mat.:			
Readiness	I	10e	FPC
Objective: Demonstrate verbal fluency by conversing, asking questions, and sharing experiences verbally (progress from I 10a to I 10e). --shares past experiences in logical sequential order with understandable speech--			
Instr. Mat.:			
Readiness	I	11	FPC
Objective: Remember and execute ? of 4 verbal directions.			
Instr. Mat.:			
Readiness	I	12	
Objective: Articulate ? of 28 initial sounds when naming objects in pictures.			
Instr. Mat.:			
Readiness	I	13	FP
Objective: Give ? of 8 personal data items verbally.			
Instr. Mat.:			

Basic Skills

Readiness	I	14	
Objective: Demonstrate immediate auditory recall ability by repeating sentences of 7 syllables (2-20) in length when presented auditorily.			
Instr. Mat.:			
Readiness	I	15	
Objective: Count by rote to 7. (1-10)			
Instr. Mat.:			
Readiness	I	16	
Objective: Recite the alphabet to 7.			
Instr. Mat.:			
Readiness	I	17	
Objective: Read numerals verbally of 10 or less to 7.			
Instr. Mat.:			
Readiness	I	18	
Objective: Show the number of fingers needed to show the value of numerals of 10 or less to 7.			
Instr. Mat.:			
Readiness	I	19	
Objective: Name 7 of 26 lower case letters.			
Instr. Mat.:			
Readiness	I	20	
Objective: Name 7 of 26 upper case letters.			
Instr. Mat.:			
Readiness	I	21	7
Objective: Legibly write his/her name (first, last & middle) in manuscript.			
Instr. Mat.:			
Readiness	I	22	
Objective: Sequentially and legibly write numerals of 10 or less to 7.			
Instr. Mat.:			

Basic Skills

Readiness — I 23
Objective: Legibly write 7 of the 26 lower case letters in manuscript when dictated in random order.
Instr. Mat.:

Readiness — I 24
Objective: Legibly write 7 of the 26 upper case letters in manuscript when dictated in random order.
Instr. Mat.:

Reading/Word Recognition — II A 1 ??
Objective: Achieve a word recognition grade level of 7.
Instr. Mat.:

Reading/Word Recognition — II A 2 ?
Objective: Read 7 of 250 basic sight vocabulary words.
Instr. Mat.:

Reading/Word Recognition — II A 3 ?
Objective: Read 7 of 37 direction words.
Instr. Mat.:

Reading/Word Recognition — II A 4 ?
Objective: Read 7 of 37 abbreviations.
Instr. Mat.:

Reading/Word Recognition — II A 5
Objective: Read 7 of 23 contractions.
Instr. Mat.:

Reading/Word Recognition — II A 6 ?
Objective: Read 7 of 43 signs.
Instr. Mat.:

Reading/Literature — II B 1 ??
Objective: Achieve oral reading level of 7 grade level.
Instr. Mat.:

Basic Skills

Reading/Literature II B 2 FP
Objective: Achieve reading comprehension of ? grade level.
Instr. Mat.:

Reading/Literature II B 3 FP
Objective: Achieve oral reading rate of ? words per minute.
Instr. Mat.:

Reading/Literature II B 4
Objective: Read/listen/discuss ? core readings. *(See CA State Frameworks)
Instr. Mat.:

Reading/Word Analysis II C 1
Objective: Auditorily discriminate ? of 26 like and unlike sounds.
Instr. Mat.:

Reading/Word Analysis II C 2
Objective: Give ? initial consonants of 21 sets of words.
Instr. Mat.:

Reading/Word Analysis II C 3a
Objective: Give ? of 20 sounds when consonant is shown.
Instr. Mat.:

Reading/Word Analysis II C 3b
Objective: Give ? of 20 consonant sounds when consonant is shown with vowel.
Instr. Mat.:

Reading/Word Analysis II C 4
Objective: Substitute ? initial consonant sounds.
Instr. Mat.:

Reading/Word Analysis II C 5
Objective: Give ? of 24 different consonant combinations.
Instr. Mat.:

Reading/Word Analysis II C 6
Objective: Name ? of 5 vowels.
Instr. Mat.:

Basic Skills

Reading/Word Analysis — II C 7
Objective: Articulate ? of 5 short vowel sounds in CVC words.
Instr. Mat.:

Reading/Word Analysis — II C 8
Objective: Articulate ? of 5 long vowel sounds in CVC silent e words or CVVC words.
Instr. Mat.:

Reading/Word Analysis — II C 9
Objective: Identify ? of 33 initial blends and digraphs presented auditorily.
Instr. Mat.:

Reading/Word Analysis — II C 10a
Objective: Articulate ? of 33 blends and digraphs presented visually.
Instr. Mat.:

Reading/Word Analysis — II C 10b
Objective: Articulate ? of 33 blends and digraphs presented visually with a vowel.
Instr. Mat.:

Reading/Word Analysis — II C 11
Objective: Substitute ? of 33 initial cluster sounds.
Instr. Mat.:

Reading/Word Analysis — II C 12
Objective: Articulate ? of 20 digraphs and dipthongs with phonetic irregularities.
Instr. Mat.:

Reading/Word Analysis — II C 13
Objective: Articulate ? of 13 phonetic irregularities.
Instr. Mat.:

Reading/Word Analysis — II C 14
Objective: Read ? of 75 common word endings.
Instr. Mat.:

Reading/Word Analysis II C 15
Objective: Read ? of 18 words with suffixes.
Instr. Mat.:

Reading/Word Analysis II C 16
Objective: Read ? of 14 words with prefixes.
Instr. Mat.:

Reading/Word Analysis II C 17
Objective: Identify ? meaning of 14 prefixes.
Instr. Mat.:

Reading/Word Analysis II C 18
Objective: Verbally identify ? (a) (number) of syllables in ?
(b) (quantity) syllable words when presented orally with
100% accuracy.
Instr. Mat.:

Reading/Word Analysis II C 19
Objective: Demonstrate knowledge of ? of 6 syllabication concepts.
Instr. Mat.:

Reading/Vocabulary II D 1 FP
Objective: Use context clues to decode words at ? grade level.
Instr. Mat.:

Reading/Vocabulary II D 2 FP
Objective: Classify items at ? grade level.
Instr. Mat.:

Reading/Vocabulary II D 3 FPC
Objective: Make comparisons which require analogy skills at ? grade level.
Instr. Mat.:

Reading/Vocabulary II D 4
Objective: Name antonyms for given words at ? grade level.
Instr. Mat.:

Reading/Vocabulary II D 5
Objective: Name meaning for given list of homonyms at ? grade level.
Instr. Mat.:

Language Arts/Handwriting — III A 1
Objective: Write ? of 26 lower case cursive letters.
Instr. Mat.:

Language Arts/Handwriting — III A 2
Objective: Write ? of 26 upper case cursive letters.
Instr. Mat.:

Language Arts/Handwriting — III A 3 FPC
Objective: Write ? of 13 personal data items.
Instr. Mat.:

Language Arts/Grammar Mech. — III B 1
Objective: Select ? words to be capitalized in 22 written sentences.
Instr. Mat.:

Language Arts/Grammar Mech. — III B 2
Objective: Demonstrate use of ? of 9 punctuation skills.
Instr. Mat.:

Language Arts/Grammar Mech. — III B 3
Objective: Identify ? of 7 parts of speech.
Instr. Mat.:

Language Arts/Spelling — III C 1 FP
Objective: Spell words at ? grade level.
Instr. Mat.:

Language Arts/Spelling — III C 2
Objective: Write ? of 21 different consonants from dictated words.
Instr. Mat.:

Language Arts/Spelling — III C 3
Objective: Write ? of 33 different blends and digraphs from dictated words.
Instr. Mat.:

Language Arts/Spelling — III C 4
Objective: Add ? of 36 different suffixes to root words.
Instr. Mat.:

Language Arts/Spelling III C 5
Objective: Add ? of 15 different prefix additions to root words.
Instr. Mat.:

Lang. Arts/Reference Skills III D 1 FP
Objective: Alphabetize at ? grade level.
Instr. Mat.:

Lang. Arts/Reference Skills III D 2 FP
Objective: Demonstrate ? of 9 dictionary skills..
Instr. Mat.:

Lang. Arts/Reference Skills III D 3 FP
Objective: Use an index on ? of 3 tasks.
Instr. Mat.:

Lang. Arts/Reference Skills III D 4 FP
Objective: Use an encyclopedia for ? of 6 tasks.
Instr. Mat.:

Lang. Arts/Reference Skills III D 5 FP
Objective: Locate ? of 5 parts of a book.
Instr. Mat.:

Lang. Arts/Reference Skills III D 6 FP
Objective: Name ? of 6 parts of a book.
Instr. Mat.:

Lang. Arts/Reference Skills III D 7 FP
Objective: Outline information.
Instr. Mat.:

Lang. Arts/Reference Skills III D 8 FP
Objective: Identify ? of 4 different graphs and interpret them.
Instr. Mat.:

Lang. Arts/Reference Skills III D 9 FP
Objective: Demonstrate map reading skill by using symbols on a map, identifying ? of 4 directions and maintaining orientation.
Instr. Mat.:

Mathematics/Grade Level — IV A 1 FP
Objective: Achieve a math grade level of ?.
Instr. Mat.:

Mathematics/Numbers — IV B 1 F
Objective: Count by rote to ?.
Instr. Mat.:

Mathematics/Numbers — IV B 2 F
Objective: Count ? objects (3-24).
Instr. Mat.:

Mathematics/Numbers — IV B 3 F
Objective: Join two sets on ? of 8 tasks which give a combined quantity of 10 or less.
Instr. Mat.:

Mathematics/Numbers — IV B 4 F
Objective: Write numerals sequentially to ?.
Instr. Mat.:

Mathematics/Numbers — IV B 5 F
Objective: Read ? of 10 number words.
Instr. Mat.:

Mathematics/Numbers — IV B 6 F
Objective: Demonstrate knowledge of number order to ? (1-10).
Instr. Mat.:

Mathematics/Numbers — IV B 7a F
Objective: Read numerals to ? (quantity -1's, 10's, 100's, 1,000's).
Instr. Mat.:

Mathematics/Numbers — IV B 7b F
Objective: Read numerals to ? (quantity - 10,000, 100,000, 1,000,000).
Instr. Mat.:

Mathematics/Numbers — IV B 8 F
Objective: Write numerals of a quantity of ? or less when dictated (1's to 1,000,000).
Instr. Mat.:

Mathematics/Numbers IV B 9 F
Objective: Count by numeral groups of ? (2's to 9's).
Instr. Mat.:

Mathematics/Numbers IV B 10
Objective: Read Roman Numerals to ? (quantity 2 - 1,000)
Instr. Mat.:

Mathematics/Numbers IV B 11 F
Objective: Recognize and read fractional numerals (halves to eighths) with a denominator of ? or less.
Instr. Mat.:

Mathematics/Numbers IV B 12 F
Objective: Name fractional parts (halves to eighths) of geometrical designs with denominators of ? or less.
Instr. Mat.:

Mathematics/Numbers IV B 13 F
Objective: Name decimals (tenths to ten thousandths) with ? or less numerals to the right of the decimal point.
Instr. Mat.:

Mathematics/Operations IV C 1 F
Objective: Demonstrate knowledge of addition combination facts (1-18) with a sum of ? or less. Presentation - visually and auditory. Response-verbally.
Instr. Mat.:

Mathematics/Operations IV C 2 F
Objective: Add whole numbers to ? (a) digits (2-4) with/without ? (b) remaining (0-3).
Instr. Mat.:

Mathematics/Operations IV C 3 F
Objective: Demonstrate knowledge of subtraction combination facts with a minuend of ? (1-18) or less.
Instr. Mat.:

Mathematics/Operations IV C 4 F
Objective: Subtract whole numbers to ? (a) digits (2-4) with/without ? (b) renaming (0-3).
Instr. Mat.:

Mathematics/Operations IV C 5 F
Objective: Demonstrate knowledge of multiplication combination facts with multipliers of ? or less (2-9).
Instr. Mat.:

Mathematics/Operations IV C 6 F
Objective: Multiply whole numbers to ? (2 x 1 to 3 x 3) digits with/without carrying.
Instr. Mat.:

Mathematics/Operations IV C 7 F
Objective: Demonstrate knowledge of division combination facts with a divisor of ? (2-9) or less.
Instr. Mat.:

Mathematics/Operations IV C 8a F
Objective: Divide 2 digit numbers by ? (1-2) digits with remainder.
Instr. Mat.:

Mathematics/Operations IV C 8b F
Objective: Divide 3 digit numbers by 2 digit numbers without zero in the divisor.
Instr. Mat.:

Mathematics/Operations IV C 8c F
Objective: Divide 3 digits by 2 digits with zero in divisor.
Instr. Mat.:

Mathematics/Operations IV C 8d F
Objective: Divide 4 digits by 3 digits.
Instr. Mat.:

Mathematics/Operations IV C 9a F
Objective: Add like fractions.
Instr. Mat.:

Mathematics/Operations IV C 9b F
Objective: Add unlike fractions.
Instr. Mat.:

Mathematics/Operations IV C 9c F
Objective: Add mixed numbers without renaming.
Instr. Mat.:

Mathematics/Operations IV C 9d F
Objective: Add mixed numbers with renaming.
Instr. Mat.:

Mathematics/Operations IV C 10a F
Objective: Subtract like/unlike fractions.
Instr. Mat.:

Mathematics/Operations IV C 10b F
Objective: Subtract mixed fractions with/without renaming.
Instr. Mat.:

Mathematics/Operations IV C 11a F
Objective: Convert fractions to lowest terms.
Instr. Mat.:

Mathematics/Operations IV C 11b F
Objective: Convert fractions to highest terms.
Instr. Mat.:

Mathematics/Operations IV C 11c F
Objective: Convert improper fractions to mixed numbers.
Instr. Mat.:

Mathematics/Operations IV C 11d F
Objective: Convert mixed numbers to improper fractions.
Instr. Mat.:

Mathematics/Operations IV C 12a F
Objective: Multiply whole numbers by proper fractions.
Instr. Mat.:

Mathematics/Operations IV C 12b F
Objective: Multiply proper fractions.
Instr. Mat.:

Mathematics/Operations IV C 12c F
Objective: Multiply mixed numbers by mixed numbers.
Instr. Mat.:

Mathematics/Operations IV C 13a F
Objective: Divide whole numbers by proper fractions.
Instr. Mat.:

Mathematics/Operations IV C 13b F
Objective: Divide whole numbers by mixed numbers.
Instr. Mat.:

Mathematics/Operations IV C 13c F
Objective: Divide mixed numbers by mixed numbers.
Instr. Mat.:

Mathematics/Operations IV C 14 F
Objective: Add decimals to ? (tenths to hundredths & thousandths)
Instr. Mat.:

Mathematics/Operations IV C 15 F
Objective: Subtract decimals to ? (tenths to hundredths & thousandths)
Instr. Mat.:

Mathematics/Operations IV C 16a F
Objective: Multiply whole numbers times tenths using decimals.
Instr. Mat.:

Mathematics/Operations IV C 16b F
Objective: Multiply tenths times tenths using decimals.
Instr. Mat.:

Mathematics/Operations IV C 16c F
Objective: Multiply mixed numbers, tenths, and hundredths using decimals.
Instr. Mat.:

Mathematics/Operations IV C 17a F
Objective: Divide decimals with tenths in dividend.
Instr. Mat.:

Mathematics/Operations — IV C 17b — F
Objective: Divide decimals with hundredths in dividend.
Instr. Mat.:

Mathematics/Operations — IV C 17c — F
Objective: Divide decimals with tenths in the divisor.
Instr. Mat.:

Mathematics/Measurement — IV D 1 — F
Objective: Recognize ? of 6 names of coins and currency.
Instr. Mat.:

Mathematics/Measurement — IV D 2 — F
Objective: Tell the value of ? of 5 coins.
Instr. Mat.:

Mathematics/Measurement — IV D 3
Objective: Demonstrate knowledge of the relationship among ? coins.
(Pennies to one half-dollar.)
Instr. Mat.:

Mathematics/Measurement — IV D 4
Objective: Make change on story problems on purchases for less than ?
(one, ten, or one hundred dollars).
Instr. Mat.: LC 23: LSN 7, PP 7a

Mathematics/Measurement — IV D 5 — FPC
Objective: Tell time to the hour.
Instr. Mat.:

Mathematics/Measurement — IV D 6 — FPC
Objective: Tell time to the half-hour.
Instr. Mat.:

Mathematics/Measurement — IV D 7 — FPC
Objective: Tell time to the quarter-hour.
Instr. Mat.:

Mathematics/Measurement — IV D 8 — FPC
Objective: Tell time to the five-minute intervals.
Instr. Mat.:

Mathematics/Measurement — IV D 9 — FPC
Objective: Tell time to the minute.
Instr. Mat.:

Mathematics/Measurement — IV D 10
Objective: Demonstrate knowledge of the relationship of time units.
Instr. Mat.:

Mathematics/Measurement — IV D 11
Objective: Convert time units.
Instr. Mat.:

Mathematics/Measurement — IV D 12 — PC
Objective: Compute future time.
Instr. Mat.:

Mathematics/Measurement — IV D 13 — PC
Objective: Compute past time.
Instr. Mat.:

Mathematics/Measurement — IV D 14a — FPC
Objective: Name days.
Instr. Mat.:

Mathematics/Measurement — IV D 14b — FPC
Objective: Name months.
Instr. Mat.:

Mathematics/Measurement — IV D 14c — FPC
Objective: Seasons, in order.
Instr. Mat.:

Mathematics/Measurement — IV D 15 — PC
Objective: Respond to ? of 5 questions on the relationship of calendar units.
Instr. Mat.:

Mathematics/Measurement — IV D 16 — FPC
Objective: Identify given days on a calendar.
Instr. Mat.:

Basic Skills

Mathematics/Measurement
Objective: Locate and identify special events on a calendar.
Instr. Opt.:

Mathematics/Measurement
Objective: Measure objects to the nearest ?
(inch, half inch, quarter inch, or eighth inch).
Instr. Opt.:

Mathematics/Measurement
Objective: Use a ruler to measure objects to the nearest ?
(inch, half inch, quarter inch, or eighth inch).
Instr. Opt.:

Mathematics/Measurement
Objective: Respond to ? of 4 questions on the relationship of linear measurement units.
Instr. Opt.:

Mathematics/Measurement
Objective: Convert linear measurement units inches to feet.
Instr. Opt.:

Mathematics/Measurement
Objective: Convert linear measurement units feet to inches.
Instr. Opt.:

Mathematics/Measurement
Objective: Convert linear measurement units yards to feet.
Instr. Opt.:

Mathematics/Measurement
Objective: Convert linear measurement units feet to yards.
Instr. Opt.:

Mathematics/Measurement
Objective: Convert linear measurement units yards to inches.
Instr. Opt.:

[illegible] [illegible]

[illegible]
Objective: Convert linear measurement units inches to yards.
Level: Beg.:1

[illegible] [illegible]

[illegible]
Objective: Respond to 7 of 9 questions on the relationship of liquid measurement units.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Convert liquid measurement units pints to quarts.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Convert liquid measurement units quarts to pints.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Convert liquid measurement units quarts to gallons.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Convert liquid measurement units gallons to pints.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Convert liquid measurement units cups to pints.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Convert liquid measurement units pints to cups.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Respond to 7 of 9 questions on the relationship of weight units.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible] [illegible]

[illegible]
Objective: Convert weight units ounces to pounds.
Level: Beg.: 6th: Li, 4th, 99 69-68

[illegible]

[illegible]/Measurement
Objective: Convert weight units pounds to ounces.
Instr. Set.: SCS: LI, 018, PP 03-04

[illegible]/Measurement
Objective: Convert weight units pounds to tons.
Instr. Set.: SCS: LI, 018, PP 03-04

[illegible]/Measurement
Objective: Respond to ? of a skills regarding a measurement.
Instr. Set.:

[illegible]/Geometry
Objective: Retrieve ? of a skills linked for a square.
Instr. Set.:

[illegible]/Geometry
Objective: Retrieve ? of a skills linked for a rectangle.
Instr. Set.:

[illegible]/Geometry
Objective: Retrieve ? of a skills linked for a triangle.
Instr. Set.:

[illegible]/Geometry
Objective: Retrieve ? of a skills linked for a circle.
Instr. Set.:

[illegible]/Geometry
Objective: Retrieve ? of a skills linked for a cube.
Instr. Set.:

[illegible]/Geometry
Objective: Retrieve ? of a skills linked for a rectangular prism.
Instr. Set.:

[illegible]/Geometry
Objective: Retrieve ? of a skills linked for a triangular prism.
Instr. Set.:

[redacted] Skills

[redacted]

IV E 8

[redacted]: Hardness ? of a skills locked for a cylinder.

Instr. Mat.:

Comprehensive Basic Skills

Comprehensive Basic Skills

Readiness — A 1 — ?
Objective: Point to ? of 30 body parts.
Instr. Mat.:

Readiness — A 2 — ?
Objective: Give ? of 11 personal data items.
Instr. Mat.:

Readiness — A 3 — ?
Objective: Name ? of 11 colors.
Instr. Mat.:

Readiness — A 4 — ?
Objective: Identify ? of 12 quantitative concepts.
Instr. Mat.:

Readiness — A 5 — ?
Objective: Identify ? of 24 directional and positional concepts.
Instr. Mat.:

Readiness — A 6 — ?
Objective: Draw a picture with ? of 11 identifiable parts.
Instr. Mat.:

Readiness — A 7 — ?
Objective: Perform ? of 9 standing gross motor skills.
Instr. Mat.:

Readiness — A 8 — ?
Objective: Perform ? of 9 walking gross motor skills.
Instr. Mat.:

Readiness — A 9 — ?
Objective: Perform ? of 3 skipping and running gross motor skills.
Instr. Mat.:

Readiness — A 10 — ?
Objective: Perform ? of 7 miscellaneous gross motor skills.
Instr. Mat.:

Comprehensive Basic Skills

Readiness A 11 F
Objective: Perform ? of ? self help skills.
Instr. Mat.:

Readiness A 12 F
Objective: Copy ? of 16 forms meeting the acceptable criteria.
Instr. Mat.:

Readiness A 13 F
Objective: Perform ? of 4 cutting skills within the given time frame.
Instr. Mat.:

Readiness A 14a F
Objective: Identify ? of 5 forms that are different.
Instr. Mat.:

Readiness A 14b F
Objective: Identify ? of 5 uppercase letters that are different.
Instr. Mat.:

Readiness A 15a F
Objective: Identify ? of 5 lowercase letters that are different.
Instr. Mat.:

Readiness A 15b F
Objective: Identify ? of 5 one-syllable words that are different.
Instr. Mat.:

Readiness A 16 F
Objective: Draw a sequence of ? of 5 forms from memory.
Instr. Mat.:

Readiness A 17 F
Objective: Count by rote to ? (1-100).
Instr. Mat.:

Readiness A 18 F
Objective: Recite ? of 26 letters of the alphabet.
Instr. Mat.:

Readiness A 19 F
Objective: Name ? of 26 lowercase, manuscript letters.
Instr. Mat.:

Readiness A 20 F
Objective: Name ? of 26 uppercase, manuscript letters.
Instr. Mat.:

Readiness A 21 F
Objective: Count ? of 24 objects.
Instr. Mat.:

Readiness A 22 F
Objective: Identify numbers up to ? (5-100).
Instr. Mat.:

Readiness A 23 F
Objective: Combine and give total of like sets of objects up to the quantity of ? (3-10).
Instr. Mat.:

Readiness A 24 F
Objective: Show matching quantities for number symbols up to ? (1-10).
Instr. Mat.:

Readiness A 25 F
Objective: Write numbers in sequence from memory up to ? (3-100).
Instr. Mat.:

Readiness A 26 F
Objective: Print ? of 6 personal data items.
Instr. Mat.:

Readiness A 27 F
Objective: Sequentially print ? of 26 lowercase letters from memory.
Instr. Mat.:

Readiness A 28 F
Objective: Sequentially print ? of 26 uppercase letters from memory.
Instr. Mat.:

Comprehensive Basic Skills

Readiness Objective: Print ? of 26 randomly dictated lowercase letters. Instr. Mat.:	A 29	F
Readiness Objective: Print ? of randomly dictated uppercase letters. Instr. Mat.:	A 30	F
Readiness Objective: Demonstrate ? of 12 skills/interests indicating reading readiness. Instr. Mat.:	A 31	F
Speech Objective: Consistently perform communicative skills ? through ?. Instr. Mat.:	B 1	F
Speech Objective: Respond to questions/requests pertaining to a picture using specific language skills. ? through ?. Instr. Mat.:	B 2	F
Speech Objective: Articulate ? of 30 initial sounds while naming pictures or objects. Instr. Mat.:	B 3	F
Speech Objective: Articulate ? of 10 final sounds while naming picture or objects. Instr. Mat.:	B 4	F
Speech Objective: Complete the Speech Observation Checklist. Instr. Mat.:	B 5	F
Word Recognition Grade Placement Objective: Read five of ten words at ? grade level. Instr. Mat.:	C 1	F

Comprehensive Basic Skills

Oral Reading Grade Placement Objective: Read at ? grade level with 97% accuracy. Instr. Mat.:	D 1-7	FP
Reading Comprehension Grade Placement/Literature Objective: Read with comprehension at the ? grade level. Instr. Mat.:	E 1	FP
Reading Comprehension Grade Placement/Literature Objective: Read silently and answer questions at the ? grade level. Instr. Mat.:	E 2-14	FP
Reading Comprehension Grade Placement/Literature Objective: Read/listen/discuss ? core readings. (See CA State Language Framework.) Instr. Mat.:	E 15	
Word Analysis Objective: Auditorily discriminate ? of 21 consonants and ? 5 short vowels in one syllable words. Instr. Mat.:	F 1	F
Word Analysis Objective: Identify ? of 21 initial consonants in spoken words. Instr. Mat.:	F 2	F
Word Analysis Objective: Pronounce ? of 21 visually presented initial consonant sounds. Instr. Mat.:	F 3	F
Word Analysis Objective: Substitute ? of 21 initial consonant sounds. Instr. Mat.:	F 4	F
Word Analysis Objective: Substitute ? of 5 short vowel sounds in CVC words. Instr. Mat.:	F 5	F

Comprehensive Basic Skills

Word Analysis F 6 F
Objective: Substitute ? vowels in CVCV words.
Instr. Mat.:

Word Analysis F 7 F
Objective: Identify ? of 18 final consonants auditorily.
Instr. Mat.:

Word Analysis F 8 F
Objective: Substitute ? of 18 final consonant sounds.
Instr. Mat.:

Word Analysis F 9 F
Objective: Pronounce ? of 30 blends and diagraphs.
Instr. Mat.:

Word Analysis F 10 F
Objective: Substitute ? of 31 initial blends and diagraphs.
Instr. Mat.:

Word Analysis F 11 F
Objective: Read ? of 58 common word endings.
Instr. Mat.:

Word Analysis F 12 F
Objective: Read word with ? of 18 vowel diagraphs or dipthongs.
Instr. Mat.:

Word Analysis F 13 F
Objective: Read words with ? of 16 phonetic irregularities.
Instr. Mat.:

Word Analysis F 14 F
Objective: Read words with ? of 36 suffixes.
Instr. Mat.:

Word Analysis F 15a F
Objective: Read words with ? of 12 prefixes.
Instr. Mat.:

Comprehensive Basic Skills

Word Analysis F 15b F
Objective: Identify meaning of ? of 12 prefixes.
Instr. Mat.:

Word Analysis F 16 F
Objective: Identify up to ? (1-3) syllables in a spoken word.
Instr. Mat.:

Word Analysis F 17 F
Objective: Divide words into syllables using ? of 9 rules.
Instr. Mat.:

Functional Word Recognition G 1 F
Objective: Read ? of 400 basic sight vocabulary words.
Instr. Mat.: PATHS: MOD 1, COMP 1, WK 1.5

Functional Word Recognition G 2 F
Objective: Read ? of 75 direction words.
Instr. Mat.:

Functional Word Recognition G 3a F
Objective: Read ? of 40 contractions.
Instr. Mat.:

Functional Word Recognition G 3b F
Objective: Identify the words joined to make ? of 40 contractions.
Instr. Mat.:

Functional Word Recognition G 4 F
Objective: Read ? of 80 abbreviations.
Instr. Mat.:

Functional Word Recognition G 5 F
Objective: Read ? of 40 warning and safety signs.
Instr. Mat.:

Functional Word Recognition G 6a F
Objective: Read ? of 58 information signs.
Instr. Mat.:

Comprehensive Basic Skills

Functional Word Recognition — G 6b — F
Objective: Explain the meaning of ? of 58 information signs.
Instr. Mat.:

Functional Word Recognition — G 7 — F
Objective: Read ? of 16 warning labels.
Instr. Mat.:

Functional Word Recognition — G 8a — F
Objective: Read ? of 19 food labels.
Instr. Mat.:

Functional Word Recognition — G 8b — FP
Objective: Explain ? of 19 food labels.
Instr. Mat.:

Functional Word Recognition — G 9a — F
Objective: Read ? of 42 number words.
Instr. Mat.:

Functional Word Recognition — G 9b — F
Objective: Write the corresponding number of ? of 42 number words.
Instr. Mat.:

Listening — H 1 — F
Objective: See F-1 (Form B)
Instr. Mat.:

Listening — H 2 — F
Objective: Repeat sentences of ? (2-20) syllables.
Instr. Mat.:

Listening — H 3 — F
Objective: Follow ? of (1-4) step oral directions in sequence.
Instr. Mat.:

Listening — H 4 — F
Objective: Achieve a listening vocabulary comprehension of ? grade level.
Instr. Mat.:

Comprehensive Basic Skills

Listening Objective: Complete the Listening Observation Checklist Instr. Mat.:	H 5	F
Listening Objective: Listen and answer questions at a ? grade level with 80% accuracy. Instr. Mat.:	H 6-18	FP
Spelling Objective: Spell words at a ? grade level with 60% accuracy. Instr. Mat.:	I 1	FP
Spelling Objective: Identify ? of 21 initial consonant sounds. Instr. Mat.:	I 2	F
Spelling Objective: Identify ? of 33 initial blends and diagraphs. Instr. Mat.:	I 3	F
Spelling Objective: Add ? of 36 suffixes to given base words. Instr. Mat.:	I 4	F
Spelling Objective: Utilize context to choose ? of 36 suffixes to be used in writing. Instr. Mat.:	I 5	F
Spelling Objective: Add ? of 15 prefixes to given base words. Instr. Mat.:	I 6	F
Spelling Objective: Spell number words for numbers ? to ? . Instr. Mat.:	I 7	F
Spelling Objective: Spell ? of 7 days of the week. Instr. Mat.:	I 8a	F

Spelling — 1 to 7

Objective: Improve 7 of 7 days of the week.
Instr. Opt.:

Spelling — 1 to 7

Objective: Write in sequence 7 of 7 days of the week.
Instr. Opt.:

Spelling — 1 to 7

Objective: Alphabetize 7 of 7 days of the week.
Instr. Opt.:

Spelling — 1 to 12

Objective: Spell 7 of 12 months of the year.
Instr. Opt.:

Spelling — 1 to 12

Objective: Improve 7 of 12 months of the year.
Instr. Opt.:

Spelling — 1 to 12

Objective: Write in sequence 7 of 12 months of the year.
Instr. Opt.:

Spelling — 1 to 12

Objective: Alphabetize 7 of 12 months of the year.
Instr. Opt.:

Writing — 2 to 8

Objective: Write five names) 7 of 10 memorize addresses letters in sequence.
Instr. Opt.:

Writing — 2 to 8

Objective: Write five names) 7 of 10 memorize uppercase letters in sequence.
Instr. Opt.:

Writing — 2 to 8

Objective: Copy a given selection demonstrating satisfactory skills for: order, size, spacing, formation, alignment, neatness.
Instr. Opt.:

Writing — 2 hrs — 8

Objective: Read 7 of 10 items on personal data form.
Instr. Mat.: SV/BD: 402 b, CHAP 11, 02 b.02

Writing — 2 hrs — 09

Objective: Legibly write and complete 7 of 10 items on personal data form.
Instr. Mat.: SV/BD: 403 b, CHAP 1, 05 b.03

Writing — 2 hrs — 09

Objective: Punctuate and write sentences at the 7 grade level.
Instr. Mat.:

Writing — 2 hrs — 8

Objective: Capitalize at the 7 grade level when given the appropriate printed materials.
Instr. Mat.:

Writing — 2 hrs — 8

Objective: Punctuate at the 7 grade level when given the appropriate printed materials.
Instr. Mat.:

Writing — 2 hrs — 09

Objective: Address an envelope.
Instr. Mat.: LC 09: LAB 1, PP 2a
SV/BD: 803 b, CHAP 2

Writing — 2 hrs — 01

Objective: Legibly write a personal letter with correct format, capitalization and punctuation.
Instr. Mat.: LC 09: LAB 1, PP 2a

Writing — 2 hrs — 01

Objective: Legibly write a letter of request with correct format, capitalization and punctuation.
Instr. Mat.: SV/BD: 803 b, CHAP 2

Writing — 2 hrs — 01

Objective: Legibly write a resume' complete or request with correct format, capitalization and punctuation.
Instr. Mat.: LC 09: LAB 1, PP 2a

[illegible]

[illegible] Skills

[illegible] Skills [illegible] [illegible]
Objective: Identify 7 of 10 [illegible] that follow and precede each letter.
Instr. Opt.:

[illegible] Skills [illegible] [illegible]
Objective: Alphabetize 7 of 8 word lists.
Instr. Opt.:

[illegible] Skills [illegible] [illegible]
Objective: Outline a four paragraph passage by: topic, subtopic, and details.
Instr. Opt.:

[illegible] Skills [illegible] [illegible]
Objective: Retrieve 7 of 8 encyclopedia skills.
Instr. Opt.:

[illegible] Skills [illegible] [illegible]
Objective: Utilize a library card catalog to locate information on: subject, author, title.
Instr. Opt.:

[illegible] Skills [illegible] [illegible]
Objective: Retrieve 7 of 8 skills in locating parts of a book.
Instr. Opt.:

[illegible] Skills [illegible] [illegible]
Objective: Retrieve 7 of 8 skills using an index.
Instr. Opt.:

[illegible] Skills [illegible] [illegible]
Objective: Retrieve 7 of 10 skills using a dictionary.
Instr. Opt.:

Graphs and Maps [illegible] [illegible]
Objective: Identify: bar graph, line graph, pictograph, circle graph.
Instr. Opt.: Skills: #3 [illegible], #60 [illegible], #8 [illegible]

Graphs and Maps — L 1b — F
Objectives: Explain data on a bar graph, line graph, pictograph, circle graph.
Instr. Opt.:

Graphs and Maps — L 2 — F
Objectives: Locate the given state s/he lives on: a. US map - states outlined; b. outline map of US; c. outline map of North America; d. globe showing North and South America.)
Instr. Opt.:

Graphs and Maps — L 3 — F
Objectives: Perform skills relevant to a city map by: interpreting the legend; b. reading and interpreting locations; c. reading and interpreting directions; d. maintaining orientation.
Instr. Opt.:

Graphs and Maps — L 4a — F
Objectives: Use the scale to determine distances.
Instr. Opt.:

Graphs and Maps — L 4b — F
Objectives: Use the legend to interpret information.
Instr. Opt.:

Graphs and Maps — L 5a — F
Objectives: Read special purpose maps demonstrating skills of: using a legend to identify regions.
Instr. Opt.:

Graphs and Maps — L 5b — F
Objectives: Read special purpose maps demonstrating skills of: using directions to identify regions.
Instr. Opt.:

Graphs and Maps — L 5c — F
Objectives: Read special purpose maps demonstrating skills of: using latitude and longitude to find locations.
Instr. Opt.:

Comprehensive Basic Skills

Graphs and Maps
Objective: Read special purpose maps demonstrating skills of: using scale to find distances.
Instr. Mat.:

L 5d P

Graphs and Maps
Objective: Read special purpose maps demonstrating skills of: combining information from two maps.
Instr. Mat.:

L 5e P

Graphs and Maps
Objective: Read special purpose maps demonstrating skills of: inferring information.
Instr. Mat.: PATHS: MED 1, COMP 1, AR 1.5D

L 5f P

Math Grade Placement
Objective: Compute at the ? grade level.
Instr. Mat.:

M 1 ??

Math Grade Placement
Objective: Read and compute word problems at the ? grade level.
Instr. Mat.:

M 1 ??

Numbers
Objective: Recognize and read numbers at a ? grade level.
Instr. Mat.:

M 1 ?

Numbers
Objective: Sequence numbers at ? grade level.
Instr. Mat.:

M 2 ?

Numbers
Objective: Round off numbers to the nearest ? (ten-millions).
Instr. Mat.:

M 3 ?

Numbers
Objective: Write dictated numbers to ? (0-10,000,000).
Instr. Mat.:

M 4 ?

Comprehensive Basic Skills

Number Facts — O 1 — ?
Objective: Compute sums to ? (0-19) within a 3 minute time frame.
Instr. Mat.:

Number Facts — O 2 — ?
Objective: Compute minuends to ? (0-19) within a 3 minute time frame.
Instr. Mat.:

Number Facts — O 3 — ?
Objective: Compute products for multipliers up to ? (2-9).
Instr. Mat.:

Number Facts — O 4 — ?
Objective: Compute quotients for divisors up to ? (2-9).
Instr. Mat.:

Computation of Whole Numbers — P 1a — ?
Objective: Compute ? of 24 problems in addition of whole numbers.
Instr. Mat.:

Computation of Whole Numbers — P 1b — ?
Objective: Compute ? of 24 problems in subtraction of whole numbers.
Instr. Mat.:

Computation of Whole Numbers — P 1c — ?
Objective: Compute ? of 24 problems in multiplication of whole numbers.
Instr. Mat.:

Computation of Whole Numbers — P 1d — ?
Objective: Compute ? of 24 problems in division of whole numbers.
Instr. Mat.:

Computation of Whole Numbers — P 2a — ?
Objective: Compute ? of 4 problems in addition of whole numbers
(expanded assessment): 2 digits without renaming.
Instr. Mat.:

Computation of Whole Numbers — P 2b — ?
Objective: Compute ? of 4 problems in addition of whole numbers
(expanded assessment): 2 digits with renaming.
Instr. Mat.:

Computation of Whole Numbers — ? 2c ?
Objective: Compute ? of 4 problems in addition of whole numbers (expanded assessment): 3 digits without renaming.
Instr. Mat.:

Computation of Whole Numbers — ? 2d ?
Objective: Compute ? of 4 problems in addition of whole numbers (expanded assessment): 3 digits with 1 renaming.
Instr. Mat.:

Computation of Whole Numbers — ? 2e ?
Objective: Compute ? of 4 problems in addition of whole numbers (expanded assessment): 3 digits with 2 renamings.
Instr. Mat.:

Computation of Whole Numbers — ? 2f ?
Objective: Compute ? of 4 problems in addition of whole numbers (expanded assessment): 4 digits with 3 renamings.
Instr. Mat.:

Computation of Whole Numbers — ? 3a ?
Objective: Compute ? of 4 problems in subtraction of whole numbers (expanded assessment): 2 digits without renaming.
Instr. Mat.:

Computation of Whole Numbers — ? 3b ?
Objective: Compute ? of 4 problems in subtraction of whole numbers (expanded assessment): 2 digits with 1 renaming.
Instr. Mat.:

Computation of Whole Numbers — ? 3c ?
Objective: Compute ? of 4 problems in subtraction of whole numbers (expanded assessment): 3 digits without renaming.
Instr. Mat.:

Computation of Whole Numbers — ? 3d ?
Objective: Compute ? of 4 problems in subtraction of whole numbers (expanded assessment): 3 digits with 1 renaming.
Instr. Mat.:

Computation of Whole Numbers P 3e F
Objective: Compute ? of 4 problems in subtraction of whole numbers (expanded assessment):3 digits with 2 renamings.
Instr. Mat.:

Computation of Whole Numbers P 3f F
Objective: Compute ? of 4 problems in subtraction of whole numbers (expanded assessment):4 digits with 3 renamings.
Instr. Mat.:

Computation of Whole Numbers P 4a F
Objective: Compute ? of 4 problems in multiplication of whole numbers (expanded assessment): 2 digits x 1 digit without carrying.
Instr. Mat.:

Computation of Whole Numbers P 4b F
Objective: Compute ? of 4 problems in multiplication of whole numbers (expanded assessment): 2 digits x 1 digit with carrying.
Instr. Mat.:

Computation of Whole Numbers P 4c F
Objective: Compute ? of 4 problems in multiplication of whole numbers (expanded assessment): 3 digits x 2 digits with carrying.
Instr. Mat.:

Computation of Whole Numbers P 4d F
Objective: Compute ? of 4 problems in multiplication of whole numbers (expanded assessment): 3 digits x 2 digits with carrying and 0 in multiplier.
Instr. Mat.:

Computation of Whole Numbers P 4e F
Objective: Compute ? of 4 problems in multiplication of whole numbers (expanded assessment): 3 digits x 3 digits with carrying and no 0 in multiplier.
Instr. Mat.:

Computation of Whole Numbers P 4f F
Objective: Compute ? of 4 problems in multiplication of whole numbers (expanded assessment): 3 digits x 3 digits with carrying and 0 in multiplier.
Instr. Mat.:

Comprehensive Basic Skills

Computation of Whole Numbers — P 5a — F
Objective: Compute ? of 4 problems in division of whole numbers (expanded assessment): 2 digits by 1 digit.
Instr. Mat.:

Computation of Whole Numbers — P 5b — F
Objective: Compute ? of 4 problems in division of whole numbers (expanded assessment): 2 digits by 2 digits.
Instr. Mat.:

Computation of Whole Numbers — P 5c — F
Objective: Compute ? of 4 problems in division of whole numbers (expanded assessment): 3 digits by 2 digits with 1 digit in quotient.
Instr. Mat.:

Computation of Whole Numbers — P 5d — F
Objective: Compute ? of 4 problems in division of whole numbers (expanded assessment): 3 digits by 2 digits with 2 digits in quotient.
Instr. Mat.:

Computation of Whole Numbers — P 5e — F
Objective: Compute ? of 4 problems in division of whole numbers (expanded assessment): 4 digits by 3 digits with no 0 in quotient.
Instr. Mat.:

Computation of Whole Numbers — P 5f — F
Objective: Compute ? of 4 problems in division of whole numbers (expanded assessment): 4 digits by 3 digits with 0 in quotient.
Instr. Mat.:

Computation of Whole Numbers — P 6 — F
Objective: Compute averages from word problems in ? of three skills areas.
Instr. Mat.:

Fractions and Mixed Numbers — Q 1a — F
Objective: Compute ? of 4 problems in addition of fractions and mixed numbers (Survey).
Instr. Mat.:

Fractions and Mixed Numbers — Q 1b — F
Objective: Compute ? of 4 problems in subtraction of fractions and mixed numbers (Survey).
Instr. Mat.:

Fractions and Mixed Numbers — Q 1c — F
Objective: Compute ? of 4 problems in multiplicatiion of fractions and mixed numbers (Survey).
Instr. Mat.:

Fractions and Mixed Numbers — Q 1d — F
Objective: Compute ? of 4 problems in division of fractions and mixed numbers (Survey).
Instr. Mat.:

Fractions and Mixed Numbers — Q 2 — F
Objective: Identify fractions and related quantity with denominators of ? (2-8) and numerators of one.
Instr. Mat.:

Fractions and Mixed Numbers — Q 3 — F
Objective: Identify fractions and related quantities with denominators of ? (3-10) and numerators of more than one.
Instr. Mat.:

Fractions and Mixed Numbers — Q 4 — F
Objective: Identify fractions on ? of 18 problems relating to area.
Instr. Mat.:

Fractions and Mixed Numbers — Q 5 — F
Objective: Identify ? of 4 fractions related to volume: a. halves; b. fourths; c. eights.
Instr. Mat.:

Fractions and Mixed Numbers — Q 6a — F
Objective: Convert ? of 4 fractions and mixed numbers: fraction to higher terms.
Instr. Mat.:

Fractions and Mixed Numbers — Q 6b — F
Objective: Convert ? of 4 fractions and mixed numbers: fraction to lower terms.
Instr. Mat.:

Fractions and Mixed Numbers — Q 6c — F
Objective: Convert ? of 4 fractions and mixed numbers:
improper fractions to mixed numbers.
Instr. Mat.:

Fractions and Mixed Numbers — Q 6d — F
Objective: Convert ? of 4 fractions and mixed numbers:
mixed number to improper fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 7a — F
Objective: Compute ? of 4 problems in addition of fractions and
mixed numbers (expanded assessment):
like fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 7b — F
Objective: Compute ? of 4 problems in addition of fractions and
mixed numbers (expanded assessment):
unlike fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 7c — F
Objective: Compute ? of 4 problems in addition of fractions and
mixed numbers (expanded assessment):
mixed numbers with like denominators.
Instr. Mat.:

Fractions and Mixed Numbers — Q 7d — F
Objective: Compute ? of 4 problems in addition of fractions and
mixed numbers (expanded assessment):
mixed numbers with unlike denominators.
Instr. Mat.:

Fractions and Mixed Numbers — Q 8a — F
Objective: Compute ? of 4 problems in subtraction of fractions and
mixed numbers (expanded assessment):
like fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 8b — F
Objective: Compute ? of 4 problems in subtraction of fractions and
mixed numbers (expanded assessment):
unlike fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 8c — F
Objective: Compute ? of 4 problems in subtraction of fractions and mixed numbers (expanded assessment): mixed numbers with like denominators.
Instr. Mat.:

Fractions and Mixed Numbers — Q 8d — F
Objective: Compute ? of 4 problems in subtraction of fractions and mixed numbers (expanded assessment): mixed numbers with unlike denominators.
Instr. Mat.:

Fractions and Mixed Numbers — Q 9a — F
Objective: Compute ? of 4 problems in multiplication of fractions and mixed numbers (expanded assessment): whole numbers by proper fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 9b — F
Objective: Compute ? of 4 problems in multiplication of fractions and mixed numbers (expanded assessment): proper fractions by proper fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 9c — F
Objective: Compute ? of 4 problems in multiplication of fractions and mixed numbers (expanded assessment): whole numbers by mixed numbers.
Instr. Mat.:

Fractions and Mixed Numbers — Q 9d — F
Objective: Compute ? of 4 problems in multiplication of fractions and mixed numbers (expanded assessment): mixed numbers by mixed numbers.
Instr. Mat.:

Fractions and Mixed Numbers — Q 10a — F
Objective: Compute ? of 4 problems in division of fractions and mixed numbers (expanded assessment): whole numbers by proper fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 10b — F
Objective: Compute ? of 4 problems in division of fractions and
mixed numbers (expanded assessment).
proper fractions by proper fractions.
Instr. Mat.:

Fractions and Mixed Numbers — Q 10c — F
Objective: Compute ? of 4 problems in division of fractions and
mixed numbers (expanded assessment).
whole numbers by mixed numbers.
Instr. Mat.:

Fractions and Mixed Numbers — Q 10d — F
Objective: Compute ? of 4 problems in division of fractions and
mixed numbers (expanded assessment).
mixed numbers by mixed numbers.
Instr. Mat.:

Decimals — R 1a — F
Objective: Compute ? of 5 problems in addition of decimals (Survey).
Instr. Mat.:

Decimals — R 1b — F
Objective: Compute ? of 5 problems in subtraction of decimals (Survey).
Instr. Mat.:

Decimals — R 1c — F
Objective: Compute ? of 3 problems in multiplication of decimals.
Instr. Mat.:

Decimals — R 1d — F
Objective: Compute ? of 3 problems in division of decimals (Survey).
Instr. Mat.:

Decimals — R 2a — F
Objective: Write ? of 10 decimals in order of value:
tenths.
Instr. Mat.:

Decimals — R 2b — F
Objective: Write ? of 10 decimals in order of value:
tenths & hundredths.
Instr. Mat.:

Decimals R 2c F
Objective: Write ? of 10 decimals in order of value: tenths, hundredths and thousandths.
Instr. Mat.:

Decimals R 3a F
Objective: Compute ? of 4 problems in addition of decimals (expanded assessment): tenths.
Instr. Mat.:

Decimals R 3b F
Objective: Compute ? of 4 problems in addition of decimals (expanded assessment): hundredths.
Instr. Mat.:

Decimals R 3c F
Objective: Compute ? of 4 problems in addition of decimals (expanded assessment): tenths and hundredths.
Instr. Mat.:

Decimals R 3d F
Objective: Compute ? of 4 problems in addition of decimals (expanded assessment): thousandths.
Instr. Mat.:

Decimals R 3e F
Objective: Compute ? of 4 problems in addition of decimals (expanded assessment): hundredths and thousandths.
Instr. Mat.:

Decimals R 4a F
Objective: Compute ? of 4 problems in subtraction of decimals (expanded assessment): tenths.
Instr. Mat.:

Decimals R 4b F
Objective: Compute ? of 4 problems in subtraction of decimals (expanded assessment): hundredths.
Instr. Mat.:

[illegible]

[illegible]
Objective: Convert the following calendar units: months to years and months.
Level: Apl.1

[illegible]
Objective: Use a calendar to determine: number of days in a given month.
Level: Apl.1 Skills: Add 1, Add 2, Add 3, Add 4

[illegible]
Objective: Use a calendar to determine: days of the week when given date of month.
Level: Apl.1 Skills: Add 1, Add 2, Add 3, Add 4

[illegible]
Objective: Use a calendar to determine: date of the month when given day of the week.
Level: Apl.1 Skills: Add 1, Add 2, Add 3, Add 4

[illegible]
Objective: Use a calendar to determine: future dates when given date and time duration in weeks.
Level: Apl.1 Skills: Add 1, Add 2, Add 3, Add 4

[illegible]
Objective: Use a calendar to determine: time duration in number of days when given beginning and ending dates.
Level: Apl.1 Skills: Add 1, Add 2, Add 3, Add 4

[illegible]
Objective: Use a calendar to determine: time duration in number of weeks when given beginning and ending dates.
Level: Apl.1 Skills: Add 1, Add 2, Add 3, Add 4

[illegible]
Objective: Write dates in numbers.
Level: Apl.1

[illegible]
Objective: Write dates in words.
Level: Apl.1

Measurement T 9a ??
Objective: Name 7 of 9 coins and the dollar bill.
Instr. Opt.:

Measurement T 9b ??
Objective: Give value for 7 of 9 coins and the dollar bill.
Instr. Opt.:

Measurement T 9 ??
Objective: Give the equivalent values for 7 of 12 problems using 9 coins and the dollar bill.
Instr. Opt.:

Measurement T 11 ??
Objective: Give the values for 7 of 12 problems using groups of coins.
Instr. Opt.:

Measurement T 11 ??
Objective: Convert coins to coins of equal value for 7 of 10 problems.
Instr. Opt.:

Measurement T 13 ??
Objective: Make change for a. a dime; b. quarter; c. half dollar; d. dollar bill; e. five dollar bill.
Instr. Opt.:

Measurement T 13 ??
Objective: Identify 7 of 9 equivalent English linear measurements.
Instr. Opt.:

Measurement T 15 ??
Objective: Measure to the nearest: a. inch; b. 1/2 inch; c. 1/4 inch; d. 1/8 inch.
Instr. Opt.:

Measurement T 15a ?
Objective: Convert English linear measurements of inches to feet and inches.
Instr. Opt.:

Measurement T 13b P

Objective: Convert English linear measurements of: feet stated in mixed numbers to inches.

Instr. Opt.:

Measurement T 13c P

Objective: Convert English linear measurements of: yards to feet.

Instr. Opt.:

Measurement T 13d P

Objective: Convert English linear measurements of: feet to yards and feet.

Instr. Opt.:

Measurement T 13e P

Objective: Convert English linear measurements of: yards to inches.

Instr. Opt.:

Measurement T 13f P

Objective: Convert English linear measurements of: inches to yards and inches.

Instr. Opt.:

Measurement T 14a P

Objective: Convert English liquid measurements of: pints to quarts and pints.

Instr. Opt.:

Measurement T 14b P

Objective: Convert English liquid measurements of: quarts to pints.

Instr. Opt.:

Measurement T 14c P

Objective: Convert English liquid measurements of: quarts to gallons and quarts.

Instr. Opt.:

Measurement T 14d P

Objective: Convert English liquid measurements of: gallons to pints.

Instr. Opt.:

Measurement ? Lms ?
Objective: Convert English liquid measurements of: cups to pints and cups.
Instr. Mat.:

Measurement ? Lmt ?
Objective: Convert English liquid measurements of: pints to cups.
Instr. Mat.:

Measurement ? Lwp ?
Objective: Convert English weight measurements of: ounces to pounds and ounces.
Instr. Mat.:

Measurement ? Lwt ?
Objective: Convert English weight measurements of: pounds to ounces.
Instr. Mat.:

Measurement ? Lwc ?
Objective: Convert English weight measurements of: pounds to tons and pounds.
Instr. Mat.:

Measurement ? Lda ?
Objective: Read minors and answers with unit problems of: One.
Instr. Mat.:

Measurement ? Ldb ?
Objective: Read minors and answers with unit problems of: Ten.
Instr. Mat.:

Measurement ? Ldc ?
Objective: Read minors and answers with unit problems of: Five.
Instr. Mat.:

Measurement ? Ldd ?
Objective: Read minors and answers with unit problems of: Ten.
Instr. Mat.:

Comprehensive Basic Skills

Measurement Objective: Read meters and gauges with unit graduations of: Twenty-five. Instr. Mat.:	T	18e	P
Metrics Objective: Match 7 of 10 metric measurements with appropriate pictures of items. Instr. Mat.:	U	1	PP
Metrics Objective: Identify relationships for 7 of 4 pairs of metric measurements: linear units. Instr. Mat.:	U	2a	PP
Metrics Objective: Identify relationships for 7 of 4 pairs of metric measurements: volume units. Instr. Mat.:	U	2b	PP
Metrics Objective: Identify relationships for 7 of 4 pairs of metric measurements: mass units. Instr. Mat.:	U	2c	PP
Metrics Objective: Match metric measurements with 7 of 9 equivalent English measurements. Instr. Mat.:	U	3	PP
Metrics Objective: Convert volume and mass metric measurements of: milliliters to liters. Instr. Mat.:	U	4a	PP
Metrics Objective: Convert volume and mass metric measurements of: liters to kiloliters. Instr. Mat.:	U	4b	PP

IFG

Metrics — 4c — ??
Objective: Convert volume and mass metric measurements of: liters to milliliters.
Instr. Mat.:

Metrics — 4d — ??
Objective: Convert volume and mass metric measurements of: kiloliters to liters.
Instr. Mat.:

Metrics — 4e — ??
Objective: Convert volume and mass metric measurements of: grams to kilograms.
Instr. Mat.:

Metrics — 4f — ??
Objective: Convert volume and mass metric measurements of: milligrams to grams.
Instr. Mat.:

Metrics — 4g — ??
Objective: Convert volume and mass metric measurements of: kilograms to grams.
Instr. Mat.:

Metrics — 4h — ??
Objective: Convert volume and mass metric measurements of: grams to milligrams.
Instr. Mat.:

Metrics — 5a — ??
Objective: Convert linear metric measurements of: centimeters to meters.
Instr. Mat.:

Metrics — 5b — ??
Objective: Convert linear metric measurements of: meters to kilometers.
Instr. Mat.:

Metrics U 5c FP
Objective: Convert linear metric measurements of:
millimeters to centimeters.
Instr. Mat.:

Metrics U 5d FP
Objective: Convert linear metric measurements of:
millimeters to meters.
Instr. Mat.:

Metrics U 5e FP
Objective: Convert linear metric measurements of:
meters to centimeters.
Instr. Mat.:

Metrics U 5f FP
Objective: Convert linear metric measurements of:
kilometers to meters.
Instr. Mat.:

Metrics U 5g FP
Objective: Convert linear metric measurements of:
centimeters to millimeters.
Instr. Mat.:

Metrics U 5h FP
Objective: Convert linear metric measurements of:
meters to millimeters.
Instr. Mat.:

Metrics U 6 FP
Objective: Use a metric ruler to measure to the nearest:
a. centimeter; b. millimeter.
Instr. Mat.:

Metrics U 7 P
Objective: Read a Celsius thermometer and indicate: a. boiling;
b. a hot day; c. freezing weather.
Instr. Mat.:

Comprehensive Basic Skills

Mathematical Vocabulary V 1 F
Objective: Identify ? of 10 ordinal positions.
Instr. Mat.:

Mathematical Vocabulary V 2 F
Objective: Read ? of 80 basic math vocabulary words.
Instr. Mat.:

Mathematical Vocabulary V 3 F
Objective: Match ? of 10 computational vocabulary words with parts of problems.
Instr. Mat.:

Mathematical Vocabulary V 4 F
Objective: Match ? of 24 geometric forms with their names.
Instr. Mat.:

Essential Skills

Word Recognition Grade Placement Objective: Read 5 of 10 words at ? grade level. Instr. Mat.:	A	1	FP
Oral Reading Objective: Read orally at ? grade level. Instr. Mat.:	B	1-4	FP
Reading Comprehension (Literature) Objective: Read silently w/80 percent comprehension at ? grade level. Instr. Mat.:	C	1-9	FP
Reading Comprehension (Literature) Objective: Read/listen/discuss ? core readings. (See Modern Curriculum Standards & CA State Language Framework.) Instr. Mat.:	C	10	
Reading Comprehension Objective: Read silently and follow ? of directions given in the text. Instr. Mat.:	C	11	
Reading Comprehension Objective: Read silently and follow ? of 10 directions. Instr. Mat.:	C	12	
Reading Comprehension Objective: Read silently and interpret ? of 6 headlines in a newspaper. Instr. Mat.:	C	13	
Reading Comprehension Objective: Read silently and explain ? of 10 ads. Instr. Mat.:	C	14	
Reading Comprehension Objective: Read silently and identify who, what, where, when, how and why of ? newspaper articles. Instr. Mat.:	C	15	

Essential Skills

Word Recognition D 1 F
Objective: Read ? of 400 basic sight vocabulary words.
Instr. Mat.: PATHS: MOD 2, WK 2.3, 2.4; MOD 5, WK. 5.5A

Word Recognition D 2 F
Objective: Read ? of 100 direction words.
Instr. Mat.: PATHS: MOD 2, WK 2.3, 2.4; MOD 5, WK 5.5A

Word Recognition D 3 F
Objective: Read ? of 80 abbreviations.
Instr. Mat.:

Word Recognition D 4 F
Objective: Read ? of 40 warning/safety signs.
Instr. Mat.:

Word Recognition D 5 F
Objective: Read ? of 58 informational words and phrases.
Instr. Mat.:

Word Recognition D 6 F
Objective: Read ? of 42 number words.
Instr. Mat.:

Word Analysis E 1 F
Objective: Substitute ? of 21 initial consonant sounds.
Instr. Mat.:

Word Analysis E 2a F
Objective: Articulate ? of 5 short vowel sounds in CVC words.
Instr. Mat.:

Word Analysis E 2b F
Objective: Articulate ? of 5 long vowel sounds in CVCV words.
Instr. Mat.:

Word Analysis E 2c F
Objective: Articulate ? of 5 long vowel sounds for CVV words.
Instr. Mat.:

Essential Skills

Word Analysis E 3 F
Objective: Articulate ? of 36 initial cluster sounds.
Instr. Mat.:

Word Analysis E 4 F
Objective: Articulate ? of 70 common word endings.
Instr. Mat.:

Word Analysis E 5 F
Objective: Articulate ? of 16 diagraphs and diptbongs.
Instr. Mat.:

Word Analysis E 6 F
Objective: Articulate ? of 20 words with phonetic irregularities.
Instr. Mat.:

Word Analysis E 7 F
Objective: Read ? of 36 suffixes.
Instr. Mat.:

Word Analysis E 8 F
Objective: Read ? of 16 prefixes.
Instr. Mat.:

Word Analysis E 9 F
Objective: Divide words using ? of 8 syllabication concepts.
Instr. Mat.:

Reference Skills F 1a F
Objective: Identify ? of 26 following letters.
Instr. Mat.: SOL: L2, #18, PP 52-53

Reference Skills F 1b F
Objective: Identify ? of 26 preceding letters.
Instr. Mat.: SOL: L2, #18, PP 52-53

Reference Skills F 1c F
Objective: Identify ? of 26 following and preceding letters.
Instr. Mat.: SOL: L2, #18, PP 52-53

Essential Skills

Reference Skills Objective: Perform ? of 7 dictionary skills. Instr. Mat.: SOL: L1, #5, PP 17-22	F 2	FP
Reference Skills Objective: Respond to ? of 12 questions on index skills. Instr. Mat.:	F 3	FP
Reference Skills Objective: Provide ? of 10 responses on encyclopedia usage. Instr. Mat.:	F 4	FP
Reference Skills Objective: Identify ? of 9 items on a library card catalog. Instr. Mat.:	F 5	FP
Schedules and Graphs Objective: Provide ? of 6 responses regarding a class schedule. Instr. Mat.:	G 1	FP
Schedules and Graphs Objective: Provide ? of 6 responses regarding a T.V. schedule. Instr. Mat.:	G 2	FP
Schedules and Graphs Objective: Utilize ? of 4 graphs Instr. Mat.:	G 3	FP
Writing Objective: Write ? of 26 lower case letters. Instr. Mat.:	H 1a	F
Writing Objective: Write ? of 26 upper case letters. Instr. Mat.:	H 1b	F
Writing Objective: Copy writing samples applying ? of 6 quality criteria. Instr. Mat.:	H 2	F

Writing H 3 F
Objective: Write sentence at ? grade level.
Instr. Mat.:

Writing H 4 F
Objective: Write capital letters in ? of 24 sentences.
Instr. Mat.:

Writing H 5 F
Objective: Write punctuation marks in ? of 32 sentences.
Instr. Mat.:

Writing H 6 F
Objective: Address an envelope.
Instr. Mat.: LC 24, LSN 1, PP 1e
PATHS: MOD 4, COMP 3, WK 3.6

Writing H 7 FP
Objective: Write ? of 3 types of letters.
Instr. Mat.: LC 24: LSN 2,3,4,5
PATHS: MOD 4, COMP 5, WK 4.6

Writing H 8
Objective: Write ? outlines on selected topics.
Instr. Mat.:

Writing H 9
Objective: Write ? reports, with introduction, supporting data, and conclusion.
Instr. Mat.:

Forms I 1 P
Objective: Respond to ? of 19 questions on a school information form.
Instr. Mat.:

Forms I 2 P
Objective: Respond to ? of 15 questions on a computer base form.
Instr. Mat.:

Essential Skills

Spelling Objective: Spell at a ? grade level. Instr. Mat.:	J 1	FP
Spelling Objective: Spell ? of 21 initial consonant sounds. Instr. Mat.:	J 2	
Spelling Objective: Spell ? of 34 initial consonant clusters. Instr. Mat.:	J 3	
Spelling Objective: Spell ? of 42 words with suffixes. Instr. Mat.:	J 4	
Spelling Objective: Spell ? of 15 words with prefixes. Instr. Mat.:	J 5	
Spelling Objective: Spell ? of 38 number words. Instr. Mat.:	J 6	F
Spelling Objective: Spell ? days of the week and ? abbreviations. Instr. Mat.:	J 7	F
Spelling Objective: Spell ? months and ? abbreviations. Instr. Mat.:	J 8	F
Math Grade Placement Objective: Achieve a math computational grade level of ?. Instr. Mat.:	K 1	FP
Math Grade Placement Objective: Achieve a math comprehension grade level of ?. Instr. Mat.:	K 2	FP

Essential Skills

Numbers L 1 F
Objective: Read 6 whole numbers up to ? digits (1-7).
Instr. Mat.:

Numbers L 2 F
Objective: Write whole numbers in numerical order to ? digits (1-5).
Instr. Mat.:

Numbers L 3 F
Objective: Write numbers as dictated to ? digits (1-7).
Instr. Mat.:

Numbers L 4 F
Objective: Round off numbers to the nearest ? (ten to hundredths).
Instr. Mat.:

Number Facts M 1 F
Objective: Write sums of 10 addition facts to ? (6-19).
Instr. Mat.:

Number Facts M 2 F
Objective: Write minuends on 10 subtraction facts to ? (6-19).
Instr. Mat.:

Number Facts M 3 F
Objective: Write multipliers to ? (2-9).
Instr. Mat.:

Number Facts M 4 F
Objective: Write divisors to ? (2-9).
Instr. Mat.:

Computation of Whole Numbers N 1 F
Objective: Complete ? of 25 computational skills.
Instr. Mat.:

Computation of Whole Numbers N 2 F
Objective: Add whole numbers to ? digits (2-4) with/without renaming.
Instr. Mat.:

Essential Skills

Computation of Whole Numbers — N 3 — F
Objective: Subtract whole numbers to ? digits (2-4) with/without renaming.
Instr. Mat.:

Computation of Whole Numbers — N 4 — F
Objective: Multiply whole numbers to ? digits (2-3) with/without carrying.
Instr. Mat.:

Computation of Whole Numbers — N 5a — F
Objective: Divide whole numbers of 2 digits by ?-digits (1-2) with/without remainder.
Instr. Mat.:

Computation of Whole Numbers — N 5b — F
Objective: Divide whole numbers of 3 digits by 2 digits with ? digits (1-2) in the quotient.
Instr. Mat.:

Computation of Whole Numbers — N 5c — F
Objective: Divide 4 digits by 3 digits (with/without) zero in quotient.
Instr. Mat.:

Computation of Whole Numbers — N 6a — F
Objective: Compute averages of:
Three one-digit numbers with no renaming or remainders.
Instr. Mat.:

Computation of Whole Numbers — N 6b — F
Objective: Compute averages of:
Four two-digit numbers with renaming and with no remainders.
Instr. Mat.:

Computation of Whole Numbers — N 6c — F
Objective: Compute averages of:
Five three-digit numbers with no remainders.
Instr. Mat.:

Fractions — O 1 — F
Objective: Complete ? of 14 fraction computation skills.
Instr. Mat.:

Fractions O 2a F
Objective: Indicate quantity for ? of 12 fractions related to quantity: Fractions with a numerator of one.
Instr. Mat.:

Fractions O 2b F
Objective: Indicate quantity for ? of 12 fractions related to quantity: Fractions w/a numerator of more than one.
Instr. Mat.:

Fractions O 3 F
Objective: Indicate fractions related to area at ? (halve-eights).
Instr. Mat.:

Fractions O 4 F
Objective: Indicate ? of 12 fractions related to volume.
Instr. Mat.:

Fractions O 5a F
Objective: Convert fractions to higher terms.
Instr. Mat.:

Fractions O 5b F
Objective: Convert fractions to lowest terms.
Instr. Mat.:

Fractions O 5c F
Objective: Convert improper fractions to mixed numbers.
Instr. Mat.:

Fractions O 5d F
Objective: Convert mixed numbers to improper fractions.
Instr. Mat.:

Fractions O 5e F
Objective: Convert fractions to decimals.
Instr. Mat.:

Fractions O 6a F
Objective: Add like fractions.
Instr. Mat.:

Fractions O 6b F
Objective: Add unlike fractions.
Instr. Mat.:

Fractions O 6c F
Objective: Add mixed numbers without regrouping.
Instr. Mat.:

Fractions O 6d F
Objective: Add mixed numbers with regrouping.
Instr. Mat.:

Fractions O 6e F
Objective: Add fractions without common denominator.
Instr. Mat.:

Fractions O 7a F
Objective: Subtract like fractions.
Instr. Mat.:

Fractions O 7b F
Objective: Subtract unlike fractions.
Instr. Mat.:

Fractions O 7c F
Objective: Subtract mixed numbers without regrouping.
Instr. Mat.:

Fractions O 7d F
Objective: Subtract mixed numbers with regrouping.
Instr. Mat.:

Fractions O 7e F
Objective: Subtract fractions without common denominator.
Instr. Mat.:

Essential Skills

Fractions Objective: Multiply whole numbers by proper fractions. Instr. Mat.:	O	8a	F
Fractions Objective: Multiply proper fractions by proper fractions. Instr. Mat.:	O	8b	F
Fractions Objective: Multiply mixed numbers by mixed numbers. Instr. Mat.:	O	8c	F
Fractions Objective: Divide whole numbers by proper fractions. Instr. Mat.:	O	9a	F
Fractions Objective: Divide whole numbers by mixed numbers. Instr. Mat.:	O	9b	F
Fractions Objective: Divide mixed numbers by mixed numbers. Instr. Mat.:	O	9c	F
Decimals Objective: Complete ? of 26 decimal computations. Instr. Mat.:	P	1	F
Decimals Objective: Sequence decimals in order of value to ? places (tenths-thousandths). Instr. Mat.:	P	2	F
Decimals Objective: Add decimals to ? places (tenths - thousandths). Instr. Mat.:	P	3	F
Decimals Objective: Subtract decimals to ? places (tenths-thousandths). Instr. Mat.:	P	4	F

Essential Skills

Decimals — P 5a — F
Objective: Multiply decimals with: whole numbers times tenths.
Instr. Mat.:

Decimals — P 5b — F
Objective: Multiply decimals with: tenths times tenths.
Instr. Mat.:

Decimals — P 5c — F
Objective: Multiply decimals with: mixed numbers times tenths and hundredths.
Instr. Mat.:

Decimals — P 6a — F
Objective: Divide decimals with: tenths in dividend.
Instr. Mat.:

Decimals — P 6b — F
Objective: Divide decimals with: hundredths in dividend.
Instr. Mat.:

Decimals — P 6c — F
Objective: Divide decimals with: tenths in divisor.
Instr. Mat.:

Percents — Q 1 — FPC
Objective: Complete ? of 4 word problems related to percentages.
Instr. Mat.:

Percents — Q 2 — FPC
Objective: Convert fractions up to ? (one-half to tenths) and write as a percent.
Instr. Mat.:

Percents — Q 3 — FPC
Objective: Convert ? of 12 complex fractions and write as a percent.
Instr. Mat.:

Percents — Q 4 — FPC
Objective: Convert decimals of ? places (tenths - thousandths) to percentages.
Instr. Mat.:

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Essential Skills

Measurement — R 1 — FPC
Objective: Indicate equivalent values of monetary denominations of 7 (5 cents - 20 nickels).
Instr. Mat.:

Measurement — R 2a — F
Objective: Add collections of monetary denominations of: cents and nickels.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement — R 2b — F
Objective: Add collections of monetary denominations of: cents, nickels, and dimes.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement — R 2c — F
Objective: Add collections of monetary denominations of: cents, nickels, dimes, and quarters.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement — R 2d — F
Objective: Add collections of monetary denominations of: cents, nickels, dimes, quarters, and half dollars.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement — R 2e — F
Objective: Add collections of monetary denominations of: cents, nickels, dimes, quarters, half dollars and dollar bills.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement — R 3a — F
Objective: Convert coins of: nickels to dimes and cents.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement — R 3b — F
Objective: Convert coins of: dimes to quarters, dimes, nickels, and cents.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement R 2c F
Objective: Convert coins of:
quarters to dimes, nickels, and cents.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement R 3d F
Objective: Convert coins of:
half dollars to dimes, nickels, quarters, and cents.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement R 3e F
Objective: Convert coins of:
quarters to dimes, nickels and half dollars.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement R 3f F
Objective: Convert coins of:
half dollars to quarters, dimes, and nickels.
Instr. Mat.: SOL: L1, #13, PP 45-50; L2, #3, PP 4-5

Measurement R 4 FPC
Objective: Tell time to the ? (hour - minutes).
Instr. Mat.: PATHS: MOD 3, WK 3.13

Measurement R 5a FP
Objective: Indicate the relationship of equivalent units of time at:
1 hour = 60 minutes.
Instr. Mat.:

Measurement R 5b FP
Objective: Indicate the relationship of equivalent units of time at:
1/2 hour = 30 minutes.
Instr. Mat.:

Measurement R 5c FP
Objective: Indicate the relationship of equivalent units of time at:
1 day = 24 hours.
Instr. Mat.:

Measurement R 5d FP
Objective: Indicate the relationship of equivalent units of time at:
1 minute = 60 seconds.
Instr. Mat.:

Measurement R 5e FP
Objective: Indicate the relationship of equivalent units of time st:
1/4 hour = 15 minutes.
Instr. Mat.:

Measurement R 6a FP
Objective: Convert units of time of:
minutes to hours and minutes.
Instr. Mat.: PATHS: MOD 3, WK 3.13

Measurement R 6b FP
Objective: Convert units of time of:
seconds to minutes and seconds.
Instr. Mat.: PATHS: MOD 3, WK 3.13

Measurement R 6c FP
Objective: Convert units of time of:
hours stated in mixed numbers to mi[illegible]es.
Instr. Mat.: PATHS: MOD 3, WK 3.13

Measurement R 6d FP
Objective: Convert units of time of:
minutes stated in mixed numbers to seconds.
Instr. Mat.: PATHS: MOD 3, WK 3.13

Measurement R 7 F
Objective: Complete ? of 5 equivalent calendar units.
Instr. Mat.:

Measurement R 8 F
Objective: Complete ? of 4 concepts related to conversion of
calendar units.
Instr. Mat.:

Measurement R 9 F
Objective: Read a calendar to determine specific information for ?
of 6 skills required.
Instr. Mat.:

Measurement R 10 F
Objective: Write date using ? of 2 forms.
Instr. Mat.:

Essential Skills

Measurement R 11 F
Objective: Use an English ruler to measure to the nearest ? inch (inch - 1/8 inch).
Instr. Mat.: SOL: L1, #18, PP 63-66; L2, #3, PP 4-6;

Measurement R 12 F
Objective: Write ? of 4 equivalent units of English measurements.
Instr. Mat.:

Measurement R 13a FP
Objective: Convert units of English linear measurement of: inches to feet and inches.
Instr. Mat.: SOL: L1, #28, PP 63-66; L2, #3, PP 4-6; L3, #1, PP 1-3; L4, #12, PP 37-40

Measurement R 13b FP
Objective: Convert units of English linear measurement of: feet stated in mixed numbers.
Instr. Mat.: SOL: L1, #28, PP 63-66; L2, #3, PP 4-6; L3, #1, PP 1-3; L4, #12, PP 37-40

Measurement R 13c FP
Objective: Convert units of English linear measurement of: yards to feet.
Instr. Mat.: SOL: L1, #28, PP 63-66; L2, #3, PP 4-6; L3, #1, PP 1-3; L4, #12, PP 37-40

Measurement R 13d FP
Objective: Convert units of English linear measurement of: feet to yards and feet.
Instr. Mat.: SOL: L1, #28, PP 63-66; L2, #3, PP 4-6; L3, #1, PP 1-3; L4, #12, PP 37-40

Measurement R 13e FP
Objective: Convert units of English linear measurement of: yards to inches.
Instr. Mat.: SOL: L1, #28, PP 63-66; L2, #3, PP 4-6; L3, #1, PP 1-3; L4, #12, PP 37-40

Measurement R 13f FP
Objective: Convert units of English linear measurement of: inches to yards and inches.
Instr. Mat.: SOL: L1, #28, PP 63-66; L2, #3, PP 4-6; L3, #1, PP 1-3; L4, #12, PP 37-40

Measurement — R 14 — FPC
Objective: Read meters and gauges in graduations of ? (1-25).
Instr. Mat.: SOL: L1, #18, PP 63-66

Measurement — R 15 — F
Objective: Perform ? of 3 tasks regarding temperataure ranges on Farenheit thermometers.
Instr. Mat.: SOL: L1, #18, PP 63-66

Measurement — R 16a — FP
Objective: Convert units of weight: ounces to pound(s) and ounces.
Instr. Mat.:

Measurement — R 16b — FP
Objective: Convert units of weight: pounds to ounces.
Instr. Mat.:

Measurement — R 16c — FP
Objective: Convert units of weight: pounds to ton(s) and pounds.
Instr. Mat.:

Measurement — R 16d — FP
Objective: Convert units of weight: tons to pounds.
Instr. Mat.:

Measurement — R 17 — FP
Objective: Use weight as a fraction in pricing with ?% accuracy in given problems.
Instr. Mat.:

Metrics — S 1a — FP
Objective: Name ? of 9 appropriate metric units: a. linear: b. volume; c. mass.
Instr. Mat.:

Metrics — S 1b — FP
Objective: Respond to ? of 10 questions using metric units.
Instr. Mat.:

Essential Skills

Metrics S 2 FP
Objective: Relate ? of 5 unit names with corresponding unit measure.
Instr. Mat.:

Metrics S 3 FP
Objective: Indicate if two quantities are the same/greater in ? of 12 units.
Instr. Mat.:

Metrics S 4 FP
Objective: Indicate ? of 16 unit names for metric symbols.
Instr. Mat.:

Metrics S 5 FP
Objective: Indicate ? of 16 unit symbols for unit names.
Instr. Mat.:

Metrics S 6a F
Objective: Identify numerical value of ? of 6 prefixes.
Instr. Mat.:

Metrics S 6b F
Objective: List ? of 6 prefixes from least to greatest.
Instr. Mat.:

Metrics S 7a FPC
Objective: Convert linear metric units:
Smaller to larger ? of 4.
Instr. Mat.:

Metrics S 7b FPC
Objective: Convert linear metric units:
Larger to smaller ? of 4.
Instr. Mat.:

Metrics S 8 FPC
Objective: Respond to ? of 10 questions regarding linear measurements for standard metric models.
Instr. Mat.:

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Metrics S 9 FPC
Objective: Convert ? of 10 units of metric area and volume into equal metric units.
Instr. Mat.:

Metrics S 10a FPC
Objective: Convert from large to small, or small to large, metric units of volume and mass: ? of 4 volume.
Instr. Mat.:

Metrics S 10b FPC
Objective: Convert from large to small, or small to large, metric units of volume and mass: ? of 4 mass.
Instr. Mat.:

Metrics S 11 FP
Objective: Match metric quantities with English equivalents: a. linear units; b. volume units; c. mass units.
Instr. Mat.:

Metrics S 12 P
Objective: Respond to ? of 5 questions regarding Celsius scale.
Instr. Mat.:

Metrics S 13 FP
Objective: Measure ? of 12 items to the nearest unit.
Instr. Mat.:

Metrics S 14a FP
Objective: Estimate volume of ? of 4 boxes.
Instr. Mat.:

Metrics S 14b P
Objective: Estimate his or her personal weight in kilograms.
Instr. Mat.:

Metrics S 15 FP
Objective: Perform ? of 10 exercises requiring addition and subtraction of metric units.
Instr. Mat.:

Metrics S 16 FP
Objective: Weigh ? of 4 items on a metric scale.
Instr. Mat.:

Math Vocabulary T 1 F
Objective: Read ? of 79 mathematical vocabulary words.
Instr. Mat.:

Math Vocabulary T 2 F
Objective: Match ? of 11 terms used in examples of the four processes.
Instr. Mat.:

Math Vocabulary T 3 FP
Objective: Match ? of 23 basic geometric shapes and concepts.
Instr. Mat.:

Science

Technology, Individuals, and Society (K-3) I A 1 F
Objective: Identify science processes as they are used at home and in the classroom.
Instr. Mat.:

Technology, Individuals, and Society I A 2 F
Objective: Give examples of scientists that include men and women of various races or ethnic groups.
Instr. Mat.:

Technology, Individuals, and Society I A 3 F
Objective: Observe and describe ways in which use of scientific knowledge affects daily life: e.g., consumer products, transportation, communication, health behavior, and recreation.
Instr. Mat.:

Technology, Individuals, and Society I A 4 F
Objective: Observe and describe ways in which people use science in their work. Identify from pictures of people working how science is involved.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution II A 1 F
Objective: Observe a variety of objects and organisms and sort them as living or nonliving.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution II A 2 F
Objective: Observe and describe a variety of living things, noting similarities and differences.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution II A 3 F
Objective: Classify animals according to a variety of characteristics (one at a time); e.g., food eaten, body covering, appendages, or habitat.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution II A 4 F
Objective: Use a hand lens to examine and describe a variety of parts of living things; e.g., leaves, fingers, or insect wings.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution — II A 5 F
Objective: Observe specimens or pictures of plants, animals, and protists, and describe characteristics that cause them to be classified as such.
Instr. Mat.:

Biological Science/Plants — II B 1 F
Objective: Observe and describe a variety of growing plants, and determine whether or not most grow in soil.
Instr. Mat.:

Biological Science/Plants — II B 2 F
Objective: Observe and describe what happens to plants that are deprived of water.
Instr. Mat.:

Biological Science/Plants — II B 3 F
Objective: Observe and describe what happens to a plant placed near a heater or in direct sunlight.
Instr. Mat.:

Biological Science/Plants — II B 4 F
Objective: Observe and compare three similar plants, one placed in a hot environment, one in a cold environment, and one in a moderate environment (e.g., classroom temperature).
Instr. Mat.:

Biological Science/Plants — II B 5 F
Objective: Observe and describe what happens to a plant grown in the dark. Compare it with similar plants grown in normal light.
Instr. Mat.:

Biological Science/Plants — II B 6 F
Objective: Collect a variety of plant parts (seeds, roots, stems, flowers, and leaves) to see which can be used to produce new plants.
Instr. Mat.:

Biological Science/Plants — II B 7 F
Objective: Collect illustrations of flowering plants and make a display of them. Observe plants grown from actual fruits; e.g. beans, avocados, or citrus.
Instr. Mat.:

Biological Science/Plants II B 8 F
Objective: Observe and describe some ferns and mosses, and compare them with flowering plants.
Instr. Mat.:

Biological Science/Plants II B 9 F
Objective: Observe and identify the parts of plants eaten for food or used for fiber.
Instr. Mat.:

Biological Science/Plants II B 10 F
Objective: Describe and demonstrate proper care of plants.
Instr. Mat.:

Biological Science/Animals II C 1 F
Objective: Observe and describe a wide variety of animals, using live and preserved specimens, pictures, videotapes, and other sources.

Instr. Mat.:

Biological Science/Animals II C 2 F
Objective: Observe and describe a variety of animals, and make a list of ways in which they differ. (Include worms, insects, snails, and other invertebrates, as well as fish, snakes, birds, mammals, and so forth).
Instr. Mat.:

Biological Science/Animals II C 3 F
Objective: Observe pictures or specimens of animals and sort them according to observable characteristics.
Instr. Mat.:

Biological Science/Animals II C 4 F
Objective: Group pictures of animals according to means of travel (walk, run, crawl, hop, swim, or fly).
Instr. Mat.:

Biological Science/Animals II C 5 F
Objective: Look at pictures of animals in different environments or habitats. Develop a list of other animals that inhabit the same environment.
Instr. Mat.:

Biological Science/Animals II C 6 F
Objective: Describe the four basic needs of all animals (food, water, air, and shelter).
Instr. Mat.:

Biological Science/Animals II C 7 F
Objective: Demonstrate proper care of classroom animals and pets.
Instr. Mat.:

Biological Science/Animals II C 8 F
Objective: Match pictures of the adults and young of a variety of animals.
Instr. Mat.:

Biological Science/Animals II C 9 F
Objective: Observe, and describe the birth of an animal; e.g., guppies, cat, dog, rat, hamster, and the laying and hatching of eggs from a bird, amphibian, or reptile.
Instr. Mat.:

Biological Science/Human Beings II D 1 F
Objective: Name the physical characteristics of humans that distinguish them from other animals.
Instr. Mat.:

Biological Science/Human Beings II D 2 F
Objective: Match the sensory organs of the human body with the sensory stimuli they perceive.
Instr. Mat.:

Biological Science/Human Beings II D 3 F
Objective: Draw illustrations to show a person receiving each of the basic health needs.
Instr. Mat.:

Biological Science/Human Beings II D 4 F
Objective: List or draw illustrations of places in and around the home where dangerous drugs and hazardous chemicals may be located. Recognize symbols commonly used to denote poisons or hazardous materials.
Instr. Mat.:

Biological Science/Human Beings II D 5 F
Objective: Gather pictures of tools and machines and display them with illustrations of the most likely way these devices may cause injuries.
Instr. Mat.:

Biological Science/Human Beings II D 6 F
Objective: Observe and describe how diseases are spread. Discuss social behaviors that prevent people from infecting others.
Instr. Mat.:

Biological Science/Human Beings II D 7 F
Objective: Describe the tool and procedures in examining a patient.
Instr. Mat.:

Biological Science/Human Beings II D 8 F
Objective: Describe the differences between the healing or recovery time for cuts or bruises, broken bones, colds, and common diseases.
Instr. Mat.:

Biological Science/Ecosystems II E 1 F
Objective: Observe and report on where different kinds of plants and animals live.
Instr. Mat.:

Biological Science/Ecosystems II E 2 F
Objective: Prepare a list of sets that describe animals living in groups; e.g., herd, pride, flock, covey.
Instr. Mat.:

Biological Science/Ecosystems II E 3 F
Objective: Observe and describe a variety of organisms living together in communities.
Instr. Mat.:

Biological Science/Ecosystems II E 4 F
Objective: Match pictures of different foods with pictures of the plants or animals from which these foods come.
Instr. Mat.:

Biological Science/Ecosystems II E 5 F
Objective: Observe a flower changing into seeds.
Instr. Mat.:

Biological Science/Ecosystems II E 6 F
Objective: Observe tadpoles changing into frogs.
Instr. Mat.:

Earth Science/Astronomy III A 1 F
Objective: Use a star map to locate major constellations. Make a model of the northern sky. Observe the evening sky at different times of the year.
Instr. Mat.:

Earth Science/Astronomy III A 2 F
Objective: Observe and describe the apparent motion of the sun during a day and the changes in shadows cast by the sun (safety precautions).
Instr. Mat.:

Earth Science/Astronomy III A 3 F
Objective: Observe that the moon seems to change position when observed at the same time on subsequent days. Draw pictures of the moon's changing shape during the course of a month.
Instr. Mat.:

Earth Science/Astronomy III A 4 F
Objective: Compare the length of daylight periods at different seasons.

Instr. Mat.:

Earth Science/Geology and Natural Resources III B 1 F
Objective: Observe, describe, and sort rocks by such properties (one at a time) as color, texture, size, and weight).
Instr. Mat.:

Earth Science/Geology and Natural Resources III B 2 F
Objective: Observe and describe the geologic features in pictures/models and in the nearby environment.
Instr. Mat.:

Earth Science/Geology and Natural Resources III B 3 F
Objective: Observe and describe ways in which humans use land, water, air and mineral resources.
Instr. Mat.:

Earth Science/Meteorology III C 1 F
Objective: Observe and describe some properties of air.
Determine that air occupies space; e.g., by handling a plastic bag of trapped air.
Instr. Mat.:

Earth Science/Meteorology III C 2 F
Objective: Feel heat produced by the sun.
Instr. Mat.:

Earth Science/Meteorology III C 3 F
Objective: Compare air temperatures produced by the sun (a sunny day versus a cloudy day; a summer day versus a winter day).
Instr. Mat.:

Earth Science/Meteorology III C 4 F
Objective: Make and use a wind direction indicator (wind vane).
Instr. Mat.:

Earth Science/Meteorology III C 5 F
Objective: Observe and describe examples of evaporation and condensation, freezing and melting of water; e.g., fishbowl, terrarium, window pane, or ice cubes.
Instr. Mat.:

Earth Science/Meteorology III C 6 F
Objective: Observe, describe, and identify cloud types.
Instr. Mat.:

Earth Science/Meteorology III C 7 F
Objective: Keep a simple weather chart.
Instr. Mat.:

Earth Science/Oceanography III D 1 F
Objective: Observe and compare properties of sea water and fresh water, including residue after evaporation.
Instr. Mat.:

Physical Science/Matter IV A 1 F
Objective: Use the senses and an appropriate vocabulary to observe and describe both familiar and unfamiliar objects in terms of properties such as shape, color, texture, odor, and sound (safety precautions).
Instr. Mat.:

Physical Science/Matter IV A 2 F
Objective: Use the senses and an appropriate vocabulary to compare objects in terms of properties (e.g., length (longer-shorter), weight (heavier-lighter), texture (rougher-smoother), color, shape, odor, sound or position or to sequence them.
Instr. Mat.:

Physical Science/Matter IV A 3 F
Objective: Sort a selection of objects into two groups, using a single property for each group.
Instr. Mat.:

Physical Science/Matter IV A 4 F
Objective: Identify objects as solid, liquid, or gas. Describe the properties specific to each of these three states of matter.
Instr. Mat.:

Physical Science/Mechanics IV B 1 F
Objective: Observe and describe the behavior of falling objects (safety precautions).
Instr. Mat.:

Physical Science/Mechanics IV B 2 F
Objective: Compare the effort needed to perform a task with or without using a simple machine.
Instr. Mat.:

Physical Science/Mechanics IV B 3 F
Objective: Observe and describe the heating effect produced by rubbing objects together (safety precautions).
Instr. Mat.:

Physical Science/Mechanics IV B 4 F
Objective: Place descriptions or pictures of a series of events in chronological order.
Instr. Mat.:

Physical Science/Mechanics IV B 5 F
Objective: Describe the location of an object in such a way that another person can find it.
Instr. Mat.:

Physical Science/Energy:Heat IV C 1 F
Objective: Observe and describe different sources of heat: e.g., heater, stove, fire, sun or friction (safety precautions).
Instr. Mat.:

Physical Science/Energy:Heat IV C 2 F
Objective: Using the sense of touch, observe, describe, and sequence objects according to how hot they are (safety precautions).
Instr. Mat.:

Physical Science/Energy:Heat IV C 3 F
Objective: Observe and describe objects and organisms that have been damaged by heat or cold.
Instr. Mat.:

Physical Science/Energy:Light IV D 1 F
Objective: Observe and describe many sources of light; i.e. lamp, candle, flashlight, sun (safety precautions).
Instr. Mat.:

Physical Science/Energy:Light IV D 2 F
Objective: Observe, describe, and sort objects according to their color. Observe and order light sources according to their intensity (safety precautions).
Instr. Mat.:

Physical Science/Energy:Light IV D 3 F
Objective: Observe, describe, compare, and classify materials according to their ability to transmit light.
Instr. Mat.:

Physical Science/Energy:Light IV D 4 F
Objective: Observe and describe shadows made by various light sources and objects. Match shadows to objects used to create them.
Instr. Mat.:

Physical Science/Energy:Light — IV D 5 — F
Objective: Use a mirror to show that light can be reflected. Compare light reflected from light and dark surfaces (safety precautions).
Instr. Mat.:

Physical Science/Energy:Light — IV D 6 — F
Objective: Look at places which receive different amounts of light. Observe your eye in a mirror (safety precautions).
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — IV E 1 — F
Objective: Observe and describe the effect of a magnet on various objects, including other magnets.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — IV E 2 — F
Objective: Sort objects according to whether or not they are attracted by a magnet.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — IV E 3 — F
Objective: Observe, describe, and classify a variety of household and school devices that use electricity (safety precautions).
Instr. Mat.:

Physical Science/Energy:Sound — IV F 1 — F
Objective: Observe and describe sounds from different sources. Match the sounds with their sources.
Instr. Mat.:

Physical Science/Energy:Sound — IV F 2 — F
Objective: Group sounds according to some quality. Sequence sounds according to their pitch and loudness.
Instr. Mat.:

Physical Science/Energy:Sound — IV F 3 — F
Objective: Make a telephone with two small cans or cups and a connecting wire or string.
Instr. Mat.:

Physical Science/Energy:Sound — IV P 4 — P
Objective: Observe and describe echoes.
Instr. Mat.:

Technology, Individuals, and Society (3-6) — V A 1 — P
Objective: Identify and describe a pattern or regularity in a series of observations; e.g., variations in temperature or traffic volume at different times of day. Suggest some possible explanations.
Instr. Mat.:

Technology, Individuals, and Society — V A 2 — P
Objective: Locate and report on biographical information on the lives of scientists.
Instr. Mat.:

Technology, Individuals, and Society — V A 3 — P
Objective: Identify the more important scientific technological developments in this century. Trace how newer developments depended on earlier ones.
Instr. Mat.:

Technology, Individuals, and Society — V A 4 — P
Objective: Identify common pieces of scientific apparatuses and describe their use.
Instr. Mat.:

Technology, Individuals, and Society — V A 5 — P
Objective: Compare how we live with the way people live (or used to live) in cultures that have had little impact from science or technology.
Instr. Mat.:

Technology, Individuals, and Society — V A 6 — P
Objective: Observe and describe ways in which specific scientific knowledge being studied is useful to people in their work; e.g., electric circuits, insect life cycles, nutrition, or earthquakes.
Instr. Mat.:

Technology, Individuals, and Society — V A 7 — P
Objective: Observe and describe ways in which science processes and skills being learned are useful to people in their work; e.g., careful observation, comparing, measuring, classifying, organizing information, formulating hypotheses, and experimenting.
Instr. Mat.:

Biological Science/Cells, Genetics, and Evolution VI A 1 F
Objective: Observe & describe characteristics and behaviors of organisms, including humans, that live in different environments; e.g., desert, pond, tidepool, etc. Suggest how the char/behavior adapt the organism to environ. Demonstrate proper care of organisms.
Instr. Mat.:

Biological Science/Cells, Genetics, and Evolution VI A 2 F
Objective: Define the term species and give examples of several species of animals, plants, and protists.
Instr. Mat.:

Biological Science/Cells, Genetics, and Evolution VI A 3 F
Objective: Observe and describe similarities and differences among several members of a species (e.g., cats, dogs), and make a chart of the physical characteristics (size, coat, color, and temperament) that indicate variation in a species.
Instr. Mat.:

Biological Science/Cells, Genetics, and Evolution VI A 4 F
Objective: Examine prepared slides of plant or animal tissues, and draw illustrations of several of the cells observed.
Instr. Mat.:

Biological Science/Cells, Genetics, and Evolution VI A 5 F
Objective: Draw a typical cell, and label the parts, including the nucleus, cell wall or membrane, and other structures.
Instr. Mat.:

Biological Science/Cells, Genetics, and Evolution VI A 6 F
Objective: Observe and describe tissues and organs of plants and animals, and relate the organs to systems and their functions.
Instr. Mat.:

Biological Science/Cells, Genetics, and Evolution VI A 7 F
Objective: Examine living and no longer living organic materials in a particular environment; e.g., top soil, forest floor, meadow, or swamp. Describe how these materials relate and contribute to the life cycle.
Instr. Mat.:

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Biological Science/Cells, Genetics, and Evolution VI A 8 F
Objective: Observe and describe what happens to a dead organism over a period of time.
Instr. Mat.:

Biological Science/Plants VI B 1 F
Objective: Use a miscroscope to observe, describe, and compare plant and animal cells.
Instr. Mat.:

Biological Science/Plants VI B 2 F
Objective: List the materials in soil that plants need.
Instr. Mat.:

Biological Science/Plants VI B 3 F
Objective: Observe and describe different adaptions that are protective features of a plant.
Instr. Mat.:

Biological Science/Plants VI B 4 F
Objective: Demonstrate proper care of plants.
Instr. Mat.:

Biological Science/Plants VI B 5 F
Objective: Observe and draw pictures of the root formation of plants growing in a container of water.
Instr. Mat.:

Biological Science/Plants VI B 6 F
Objective: Assemble the necessary materials and apparatus; then investigate and describe a celery stalk's vessels for transporting liquids.
Instr. Mat.:

Biological Science/Plants VI B 7 F
Objective: Make a chart identifying each major part of a leaf and the function of each part.
Instr. Mat.:

Biological Science/Plants VI B 8 F
Objective: Use library and classroom reference materials to investigate photosynthesis and the role of chlorophyll in the process.
Instr. Mat.:

Biological Science/Protists VI C 1 F
Objective: Observe and describe the characteristics and growth of common fungi such as molds and mushrooms (safety precautions).
Instr. Mat.:

Biological Science/Protists VI C 2 F
Objective: Observe, describe, and compare common aquarium and ocean algae.
Instr. Mat.:

Biological Science/Animals VI D 1 F
Objective: Observe and describe examples of a variety of both major kinds of animals.
Instr. Mat.:

Biological Science/Animals VI D 2 F
Objective: Compare the value of the most obvious adaptions of such animals as the camel, skunk, bee, crab, snail, and snake.
Instr. Mat.:

Biological Science/Animals VI D 3 F
Objective: Develop a food chain for each of four different animals: an herbivore, a carnivore, an omnivore, and a scavenger.
Instr. Mat.:

Biological Science/Animals VI D 4 F
Objective: List the source and nature of the waste products given off by animals.
Instr. Mat.:

Biological Science/Animals VI D 5 F
Objective: Describe the behavior and movement of a grasshopper or a snake (safety precautions) that has been kept in a cool place (50 to 60 degrees Fahrenheit (10 to 16 degrees C) for one-half hour).
Instr. Mat.:

Biological Science/Animals VI D 6 F
Objective: Compare the physical characteristics of warm-blooded and cold-blooded animals. Compare the adaptions of birds and mammals that live in areas with very cold winters or very hot summers.
Instr. Mat.:

Biological Science/Animals VI D 7 F
Objective: Observe and describe the reproductive cycle of an animal that reproduces sexually.
Instr. Mat.:

Biological Science/Animals VI D 8 F
Objective: Make a book or a chart illustrating and describing the life cycle of a butterfly or mealworm.
Instr. Mat.:

Biological Science/Human Beings VI E 1 F
Objective: Compare the physical characteristics of humans with corresponding characteristics of other mammals.
Instr. Mat.:

Biological Science/Human Beings VI E 2 F
Objective: Observe and record the breathing rates of five classmates before, immediately after, and two minutes after vigorous exercise, and then prepare graphs of and describe the results.
Instr. Mat.:

Biological Science/Human Beings VI E 3 F
Objective: Plan, conduct, and report the results of an investigation to determine the sensitivity to touch of various parts of the human hand and arm.
Instr. Mat.:

Biological Science/Human Beings VI E 4 F
Objective: Measure, record, graph, and describe the heights of classmates in studying the variations in developmental rates.
Instr. Mat.:

Biological Science/Human Beings VI E 5 F
Objective: Sequence and compare the physical changes that take place in human males and human females during adolescence.
Instr. Mat.:

Biological Science/Ecosystems VI F 1 F
Objective: Select three topsoil samples, count the insects, group them into similar kinds, and estimate the number of each in a square foot/yard plot.
Instr. Mat.:

Biological Science/Ecosystems VI F 2 F
Objective: Compare an insect species population at different seasons of the year, and infer the reasons for the variations noted.
Instr. Mat.:

Biological Science/Ecosystems VI F 3 F
Objective: Compare the aspects of the physical environment of different ecosystem; e.g., temperature, moisture, and light.
Instr. Mat.:

Biological Science/Ecosystems VI F 4 F
Objective: Prepare and label a chart illustrating the living things in a particular ecosystem.
Instr. Mat.:

Biological Science/Ecosystems VI F 5 F
Objective: Prepare, maintain, and record the interactions (both biological and chemical) in a balanced aquarium. Adjust the balance as necessary over time.
Instr. Mat.:

Earth Science/Astronomy VII A 1 F
Objective: Observe and describe the apparent motion of the sun, moon, and stars across the sky (safety precautions). Keep records over time that will indicate the apparent motion of the sun, moon, and stars. Make and use a sundial.
Instr. Mat.:

Earth Science/Astronomy VII A 2 F
Objective: Use a light source and a ball to illustrate the rotation of the earth on its axis and the orbital motion about the sun.
Instr. Mat.:

Earth Science/Astronomy VII A 3 F
Objective: Gather information about the sun and moon from a variety of sources.
Instr. Mat.:

Earth Science/Astronomy VII A 4 F
Objective: Use a model of the earth, sun, and moon system to explain the phases of the moon.
Instr. Mat.:

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Earth Science/Astronomy VII A 5 F
Objective: Use a model of the earth, sun, and moon system to explain eclipses.
Instr. Mat.:

Earth Science/Astronomy VII A 6 F
Objective: Observe and describe stars and planets, using a telescope or binoculars.
Instr. Mat.:

Earth Science/Astronomy VII A 7 F
Objective: Observe the night sky, and describe how some objects (planets) change position relative to the stars over a period of weeks.
Instr. Mat.:

Earth Science/Astronomy VII A 8 F
Objective: Construct a model of the solar system, and use it to describe the motions of the planets and their changes in position relative to the stars.
Instr. Mat.:

Earth Science/Astronomy VII A 9 F
Objective: Use a variety of sources to obtain information about asteroids, meteors, and comets.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 1 F
Objective: Observe, describe, and classify rock samples as sedimentary, igneous, or metamorphic.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 2 F
Objective: Compare a variety of rocks on the basis of their mineral composition.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 3 F
Objective: Use appropriate instruments to observe, describe, and compare the physical properties of minerals (safety precautions).
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 4 F
Objective: Observe and identify products of weathering; formulate hypotheses about the processes that formed them.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 5 F
Objective: Use a hand lens to observe, describe, and compare soil samples.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 6 F
Objective: Observe and identify geologic formations resulting from volcanic activity. Use a model or diagram of a volcano to describe volcanic processes. Identify locations in California where volcanic activity has occurred.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 7 F
Objective: Use a model of a portion of the earth's crust to demonstrate what causes an earthquake. Identify areas in California where earthquakes have occurred.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 8 F
Objective: Describe how to protect yourself in an earthquake.
Instr. Mat.:

Earth Science/Geology and Natural Resources VII B 9 F
Objective: Identify natural resources unique to or especially abundant in California.
Instr. Mat.:

Earth Science/Meteorology VII C 1 F
Objective: Make and use a barometer to measure air pressure. Describe how a barometer operates.
Instr. Mat.:

Earth Science/Meteorology VII C 2 F
Objective: Make and use instruments to measure air movement (anemometer, wind vane, or nephoscope), and describe their operation.
Instr. Mat.:

Earth Science/Meteorology VII C 3 F
Objective: Detect warm and cool air currents. Measure air temperature.
Instr. Mat.:

Earth Science/Meteorology VII C 4 F
Objective: Measure and compare the surface temperatures of a pond and various land surfaces on a sunny day. Explain how differences could cause air currents.
Instr. Mat.:

Earth Science/Meteorology VII C 5 F
Objective: Identify local surface features that are likely to affect the wind direction.
Instr. Mat.:

Earth Science/Meteorology VII C 6 F
Objective: Use instruments to measure wind direction and speed.
Instr. Mat.:

Earth Science/Meteorology VII C 7 F
Objective: Observe, compare, and describe rates of melting and evaporation of water from containers of water placed in sunlight and in shade.
Instr. Mat.:

Earth Science/Meteorology VII C 8 F
Objective: Make and use a humidity indicator (hygrometer), and explain how it works.
Instr. Mat.:

Earth Science/Meteorology VII C 9 F
Objective: Observe and describe the circumstances under which dew and frost form.
Instr. Mat.:

Earth Science/Meteorology VII C 10 F
Objective: Create conditions to demonstrate condensation of water as a liquid and as a solid.
Instr. Mat.:

Earth Science/Meteorology VII C 11 F
Objective: Observe and describe conditions under which clouds and fog form.
Instr. Mat.:

Earth Science/Meteorology VII C 12 F
Objective: Observe and describe what occurs when clouds form.
Instr. Mat.:

Earth Science/Meteorology VII C 13 F
Objective: Observe and describe cloud conditions when rain or snow is falling.
Instr. Mat.:

Earth Science/Meteorology VII C 14 F
Objective: Observe and describe snowflakes.
Instr. Mat.:

Earth Science/Meteorology VII C 15 F
Objective: Construct a rain gauge, and explain its operation.
Instr. Mat.:

Earth Science/Oceanography VII D 1 F
Objective: Using a relief map or globe, identify and compare similar features on land surfaces and the ocean bottom.
Instr. Mat.:

Earth Science/Oceanography VII D 2 F
Objective: Observe and describe processes of the water cycle.
Instr. Mat.:

Earth Science/Oceanography VII D 3 F
Objective: Observe and compare differences in a region's climate related to its proximity to oceans.
Instr. Mat.:

Physical Science/Matter VIII A 1 F
Objective: Use weighing instruments (spring scale, balance) and metric units to measure and compare mass/weight of objects.
Instr. Mat.:

Physical Science/Matter VIII A 2 F
Objective: Use capacity instruments (graduated containers) and metric units to measure and compare volumes of liquids.
Instr. Mat.:

Physical Science/Matter VIII A 3 F
Objective: Use the senses to observe and describe changes in properties when heating or cooling causes melting, boiling, evaporation, freezing, and condensation of materials, such as wax, water, or low-melting alloy (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 4 F
Objective: Use the senses to observe and describe physical and chemical properties of common chemical elements, such as carbon, oxygen, copper, or iron (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 5 F
Objective: Write chemical symbols for some common chemical elements.
Instr. Mat.:

Physical Science/Matter VIII A 6 F
Objective: Use the senses to observe and describe physical and chemical properties of common compounds, such as salt, sugar, water, sodium bicarbonate, and so forth (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 7 F
Objective: Separate the mixtures by such means as physical sorting, evaporation, filtration, or magnetic attraction (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 8 F
Objective: Predict the variation in properties of mixtures made with varying amounts of the same components; test the prediction (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 9 F
Objective: Observe and describe the processes of dissolving and crystallizing (salt or sugar in water) and the escape of gas from carbonated water (gas in water). Compare the solutions with mixtures in which particles of components are visible(sand in water)
Instr. Mat.:

Physical Science/Matter VIII A 10 F
Objective: Observe and describe a variety of chemical reactions, comparing the properties of reactants with those of products (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 11 F
Objective: Describe a variety of chemical reactions involving hazardous substances (especially those found in the home). Describe the hazards and precautions for the safe use of each (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 12 F
Objective: Use a thermometer to detect a temperature rise as evidence of energy released in a variety of chemical reactions (safety precautions).
Instr. Mat.:

Physical Science/Matter VIII A 13 F
Objective: Classify chemical compounds according to similar properties; e.g. water solubility, flammability, crystal shape, and the effect on acid-base indicators.
Instr. Mat.:

Physical Science/Mechanics VIII B 1 F
Objective: Use a weighing instrument to measure the force needed to move objects or to stop moving objects.
Instr. Mat.:

Physical Science/Mechanics VIII B 2 F
Objective: Use a weighing instrument and metric units to weigh various objects.
Instr. Mat.:

Physical Science/Mechanics VIII B 3 F
Objective: Measure and compare forces that must be exerted with or without using simple machines to accomplish a variety of tasks.

Instr. Mat.:

Physical Science/Mechanics — VIII B 4 — P
Objective: Measure and compare forces needed to move an object with or without the use of friction-reducing devices.
Instr. Mat.:

Physical Science/Mechanics — VIII B 5 — P
Objective: Use appropriate instruments to measure and record time intervals and distances traveled.
Instr. Mat.:

Physical Science/Mechanics — VIII B 6 — P
Objective: Calculate the speed of moving objects, using measurements of time and distance traveled.
Instr. Mat.:

Physical Science/Energy:Sources & Transformation — VIII C 1 — P
Objective: Observe and describe examples of the use of energy to do work and produce changes in matter (safety precautions).
Instr. Mat.:

Physical Science/Energy:Sources & Transformation — VIII C 2 — P
Objective: Observe and describe a variety of energy-converting devices: e.g., radio, toaster, heater, record player, movie projector, or car (safety precautions).
Instr. Mat.:

Physical Science/Energy:Sources & Transformation — VIII C 3 — P
Objective: Observe and describe heat loss in a variety of energy transformations: e.g., motors, light fixtures, television, tires, or dry cell (safety precautions).
Instr. Mat.:

Physical Science/Energy:Sources & Transformation — VIII C 4 — P
Objective: Trace to the original source the energy used by a variety of devices.
Instr. Mat.:

Physical Science/Energy:Heat — VIII D 1 — P
Objective: Measure temperatures using a Celsius thermometer. Use tables and graphs to record temperatures. Calculate temperature differences. Order objects by measured temperature.
Instr. Mat.:

Physical Science/Energy:Heat — VIII D 2 — P
Objective: Observe and describe examples of conduction, convection, and radiation. Conduct an experiment to compare the heat conductivity of various materials (safety precautions).
Instr. Mat.:

Physical Science/Energy:Heat — VIII D 3 — P
Objective: Observe and describe a variety of insulating materials. Conduct an experiment to compare insulating properties of various materials (safety precautions).
Instr. Mat.:

Physical Science/Energy:Light — VIII E 1 — P
Objective: Observe, describe, and compare the intensity and color of various light sources; e.g., electrical filaments, flares, or stars (safety precautions).
Instr. Mat.:

Physical Science/Energy:Light — VIII E 2 — P
Objective: Using a prism, observe and describe the spectrum produced by white light (safety precautions).
Instr. Mat.:

Physical Science/Energy:Light — VIII E 3 — P
Objective: Observe, describe, compare, and classify objects and light sources of various colors.
Instr. Mat.:

Physical Science/Energy:Light — VIII E 4 — P
Objective: Observe and compare the angles of incidence and reflection of a beam of light reflected from a flat mirror.
Instr. Mat.:

Physical Science/Energy:Light — VIII E 5 — P
Objective: Measure and compare the soil surface temperature in both light and shade.
Instr. Mat.:

Physical Science/Energy:Light — VIII E 6 — P
Objective: Observe and describe examples of refraction of light.
Instr. Mat.:

Physical Science/Energy:Light — VIII E 7 — P
Objective: Measure the focal length of a convex lens and a concave mirror.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 1 — P
Objective: Observe, describe, and compare the actions of magnets by moving opposite and like poles toward each other.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 2 — P
Objective: Observe and describe the behavior of a magnetic compass.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 3 — P
Objective: Observe, describe, and compare magnetic fields of various magnets as revealed by means of iron filings.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 4 — P
Objective: Using a dry cell, nail, and wire, create and demonstrate an electromagnet.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 5 — P
Objective: Observe and describe the behavior of electrically charged objects moving toward or away from one another.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 6 — P
Objective: Using a dry cell, wire, and flashlight bulb, create a circuit that will light the bulb.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 7 — P
Objective: Experiment with various materials to complete an electrical circuit, classifying materials as conductors or nonconductors.
Instr. Mat.:

Physical Science/Energy:Electricity and Magnetism — VIII F 8 — F
Objective: Identify and describe electric shock hazards to be avoided at home, school, and so forth.
Instr. Mat.:

Physical Science/Energy:Sound — VIII G 1 — F
Objective: Observe and describe a variety of sound sources. Match sounds to sources.
Instr. Mat.:

Physical Science/Energy:Sound — VIII G 2 — F
Objective: Sequence sound sources by pitch. Create or adjust a sound to match a given pitch.
Instr. Mat.:

Physical Science/Energy:Sound — VIII G 3 — F
Objective: Classify sounds according to their quality.
Instr. Mat.:

Physical Science/Energy:Sound — VIII G 4 — F
Objective: Estimate how long it will take the sound of an explosion to reach places that are 1, 3, and 10 km (.6, 3, and 6 miles) away.
Instr. Mat.:

Physical Science/Energy:Sound — VIII G 5 — F
Objective: Compare the ability to locate sound sources using one ear versus both ears.
Instr. Mat.:

Physical Science/Energy:Sound — VIII G 6 — F
Objective: Identify and describe situations in which ear protection should be used.
Instr. Mat.:

Physical Science/Energy:Sound — VIII G 7 — F
Objective: Identify behaviors that may damage hearing--one's own and others.
Instr. Mat.:

Technology Individuals, and Society (6-9) IX A 1 P
Objective: Compare and describe systems used to classify items in a supermarket or hardware store with systems used to classify plants and animals.
Instr. Mat.:

Technology, Individuals, and Society IX A 2 P
Objective: Describe how a scientific theory explaining something has changed as new knowledge has been gained; e.g., cause and treatment of a disease or motions of stars and planets.
Instr. Mat.:

Technology, Individuals, and Society IX A 3 P
Objective: State a "law" based on a series of observations; e.g., birds chirp more in the morning and evening than during other times of the day.
Instr. Mat.:

Technology, Individuals, and Society IX A 4 P
Objective: Identify and compare some specific scientific or technological advancements made by individuals with those made by teams of people.
Instr. Mat.:

Technology, Individuals, and Society IX A 5 P
Objective: Identify major scientific or technological advances and how they affect the way people live; e.g., agriculture, use of fossil fuel energy, or electronic communication.
Instr. Mat.:

Technology, Individuals, and Society IX A 6 P
Objective: Predict how our lives and surroundings would be different if some particular advance had not been made; e.g., electronic communication.
Instr. Mat.:

Technology, Individuals, and Society IX A 7 P
Objective: Describe how an art form such as music, performing arts, or sculpture has changed in response to advancing scientific knowledge and technological knowledge.
Instr. Mat.:

Technology, Individuals, and Society — IX A 8 — P
Objective: Relate specific scientific or technological advances to problems these advances have solved and to new problems they have created.
Instr. Mat.:

Technology, Individuals, and Society — IX A 9 — P
Objective: Classify science or technology-related careers according to the extent of the training they require; e.g., high school, technical school, or graduate studies.
Instr. Mat.:

Technology, Individuals, and Society — IX A 10 — P
Objective: Classify careers according to whether they involve primarily scientific research, application of technology to solving practical problems, or both.
Instr. Mat.:

Technology, Individuals, and Society — IX A 11 — P
Objective: Identify careers requiring substantial preparation in mathematics.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution — X A 1 — P
Objective: Observe and gather information about energy sources for various living things; e.g., sunlight, food/oxygen, food without oxygen (fermentation), and so forth. Predict what will happen to an organism when its energy source is cut off.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution — X A 2 — P
Objective: Demonstrate the proper care of living organisms, or observe others caring for animals.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution — X A 3 — P
Objective: Illustrate the stages of cell division. Compare the structures of the genes and chromosomes of the parent cells with those of the new cells, and predict the characteristics of the new cells.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution X A 4 P
Objective: Use a microscope to observe and describe the similarities and differences between meiosis and mitosis.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution X A 5 P
Objective: Use library or text references to compare and contrast sexual and asexual reproduction. Cite the advantages of each to to the species.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution X A 6 P
Objective: Use Punnett squares to show all the offspring possible of a single dominant/recessive characteristic with given parental characteristics.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution X A 7 P
Objective: Use library and research skills to prepare a report on common mutations and their effects on humans, other animals and plants.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution X A 8 P
Objective: Collect data on mutations, and prepare a chart grouping them into three categories: harmful, neutral, and beneficial.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution X A 9 P
Objective: Collect data on changes through beneficial mutations and variations, and infer the kind of environmental conditions that may have contributed to the present characteristics.
Instr. Mat.:

Biological Science/Cells, Genetics and Evolution X A 10 P
Objective: Compare fossils representative of different geological periods to infer the progression from simple to complex life forms.
Instr. Mat.:

Biological Science/Plants X B 1 P
Objective: Use a microscope to observe and compare the thickness of the cell walls of root tips and root hairs with those of other parts of the roots.
Instr. Mat.:

Biological Science/Plants X B 2 P
Objective: Sequence the travels of a molecule of water through a plant, from the soil to evaporation from the leaves.
Instr. Mat.:

Biological Science/Plants X B 3 P
Objective: Measure and compare the oxygen/carbon dioxide production of a water plant during the day (light) and at night (dark) and hypothesize regarding the photosynthesis/metabolism.
Instr. Mat.:

Biological Science/Plants X B 4 P
Objective: Experiment with groups of plants in sterile soil media by feeding them different trace elements to determine which are essential to plant growth.
Instr. Mat.:

Biological Science/Plants X B 5 P
Objective: Compare the growth of plants in soils that contain and do not contain organic materials. Demonstrate the proper care of plants.
Instr. Mat.:

Biological Science/Plants X B 6 P
Objective: Use reference materials to compare the daily oxygen use of an average human and the oxygen production of a common green plant. Calculate the number of such plants necessary to support the oxygen needs of the people in the United States.
Instr. Mat.:

Biological Science/Protists X C 1 P
Objective: Sort illustrations of protozoans into appropriate groups.
Instr. Mat.:

Biological Science/Protists X C 2 P
Objective: Observe a paramecium under a microscope; illustrate and label its parts.
Instr. Mat.:

Biological Science/Protists X C 3 P
Objective: Compare the conditions necessary for growth of protozoa, bacteria, fungi, and algae.
Instr. Mat.:

Biological Science/Protists X C 4 P
Objective: Observe and describe graphically the growth of colonies of yeast, bacteria, or other protists (safety precautions).
Instr. Mat.:

Biological Science/Protists X C 5 P
Objective: Report on anaerobic bacteria found around oceanic hot springs.
Instr. Mat.:

Biological Science/Protists X C 6 P
Objective: Examine the reproductive structures and processes of various fungi and algae under a microscope.
Instr. Mat.:

Biological Science/Animals X D 1 P
Objective: Classify animals into four basic groups: herbivores, carnivores, omnivores, and scavengers. Compare the specific physical characteristics common to each group; e.g., eye placement, teeth or beaks, claws, habitat.
Instr. Mat.:

Biological Science/Animals X D 2 P
Objective: Give a detailed report on a deficiency disease or prepare a chart showing a variety of deficiency diseases, their causes, and the history of their discovery.
Instr. Mat.:

Biological Science/Animals X D 3 P
Objective: Demonstrate proper care of classroom animals and pets.
Instr. Mat.:

Biological Science/Animals X D 4 P
Objective: Observe and describe a variety of both vertebrate and invertebrate animals. Sort them using the major characteristics of standard invertebrate phyla and vertebrate orders.
Instr. Mat.:

Biological Science/Animals X D 5 P
Objective: Examine illustrations showing the embryonic development and mature appearance of a variety of animals. Compare their similarities and contrast the differences at various stages.
Instr. Mat.:

Biological Science/Animals X D 6 P
Objective: Observe and collect information on the reproduction cycles of egg-laying (e.g., fish) and placental (e.g., mice) classroom animals. Compare the sources of food for the developing embryos.
Instr. Mat.:

Biological Science/Human Beings X E 1 P
Objective: Describe the characteristics of primates, and list those characteristics unique to humans.
Instr. Mat.:

Biological Science/Human Beings X E 2 P
Objective: Determine that carbon dioxide is released from the human body by conducting an experiment that compares the effects of exhaled air and atmospheric air on limewater.
Instr. Mat.:

Biological Science/Human Beings X E 3 P
Objective: Examine a sample of human blood under a microscope, and prepare a chart detailing the major functions of each component.
Instr. Mat.:

Biological Science/Human Beings X E 4 P
Objective: Compare the dependence period of human offspring with that of variety of other mammals.
Instr. Mat.:

Biological Science/Human Beings X E 5 P
Objective: Use library resources to prepare a list of reasons for humans to control their reproductive rate.
Instr. Mat.:

Biological Science/Human Beings X E 6 P
Objective: Give a report regarding nutritional, drug-related, radiation, and communicable disease effects on humans at all stages of development, growth, and maturation.
Instr. Mat.:

Biological Science/Ecosystems X F 1 P
Objective: Observe, describe, and compare examples of parasitism, commensalism, and mutualism. Compare symbiotic relationships with human social relationships.
Instr. Mat.:

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Biological Science/Ecosystems X F 2 P
Objective: Research animal grouping patterns and compare the role of individuals in groups of humans and in social insects such as the bee or ant.
Instr. Mat.:

Biological Science/Ecosystems X F 3 P
Objective: Observe in aquaria, animal cages, or films the territoriality and selective breeding patterns among and within animal species. Speculate regarding the adaptive advantages of such behavior.
Instr. Mat.:

Biological Science/Ecosystems X F 4 P
Objective: Observe a variety of ecosystems then hypothesize regarding the characteristics of a balanced ecosystem.
Instr. Mat.:

Biological Science/Ecosystems X F 5 P
Objective: Use library reference materials to illustrate and describe the succession of a pond or lake into a wooded area. Observe and describe examples of succession; e.g., intrusion of weeds into a parking lot.
Instr. Mat.:

Biological Science/Ecosystems X F 6 P
Objective: Use references to develop a food pyramid for a carnivore and an omnivore, relating the ultimate energy source to the sun.
Instr. Mat.:

Earth Science/Astronomy XI A 1 P
Objective: Construct and use a simple spectroscope to observe and describe bright-line spectra of various elements.
Instr. Mat.:

Earth Science/Astronomy XI A 2 P
Objective: Construct or describe a scale model to represent the distances between the planets and the sun and the sun's nearest star neighbor.
Instr. Mat.:

Earth Science/Astronomy XI A 3 P
Objective: Calculate the distance to objects by triangulation.
Instr. Mat.:

Earth Science/Astronomy XI A 4 P
Objective: Observe and compare the intensity of the illumination of a surface held at various angles to a light source.
Instr. Mat.:

Earth Science/Astronomy XI A 5 P
Objective: Observe and compare the intensity of the heating of a surface held at various angles to a heat source.
Instr. Mat.:

Earth Science/Geology and Natural Resources XI B 1 P
Objective: Relate properties of various crystals to models of their lattices.
Instr. Mat.:

Earth Science/Geology and Natural Resources XI B 2 P
Objective: Observe and describe land formations (preferably local) resulting from past earthquakes or volcanic activity.
Instr. Mat.:

Earth Science/Geology and Natural Resources XI B 3 P
Objective: Describe the destructive effects of earthquakes and volcanism in California's recent history.
Instr. Mat.:

Earth Science/Geology and Natural Resources XI B 4 P
Objective: Demonstrate earthquake wave motions.
Instr. Mat.:

Earth Science/Geology and Natural Resources XI B 5 P
Objective: Use information gathered from a variety of sources to construct a geologic time line.
Instr. Mat.:

Earth Science/Geology and Natural Resources XI B 6 P
Objective: Identify major renewable resources, citing the energy conversions involved in renewing them. Identify major non-renewable resources, citing the energy conversions involved in obtaining, refining, distributing, and using them.
Instr. Mat.:

Earth Science/Meteorology XI C 1 P
Objective: Use a set of meteorologic instruments to keep records of temperatures, air pressure and movements, humidity, precipitation, and other weather conditions.
Instr. Mat.:

Earth Science/Meteorology XI C 2 P
Objective: Use a weather map or satellite photograph to identify patterns indicating low pressure areas.
Instr. Mat.:

Earth Science/Meteorology XI C 3 P
Objective: Use instruments, such as a hygrometer and wet/dry bulb thermometer with a table, to determine relative humidity and dew point.
Instr. Mat.:

Earth Science/Meteorology XI C 4 P
Objective: Observe and describe the local weather, and compare it to weather reports from elsewhere. Describe the movement of most major weather systems over North America.
Instr. Mat.:

Earth Science/Meteorology XI C 5 P
Objective: Gather information on the local climate and compare it with the climate in other localities. Determine the climatic patterns. Gather data from weather maps and collect lists of weather characteristics.
Instr. Mat.:

Earth Science/Meteorology XI C 6 P
Objective: Gather and report information from a variety of sources regarding local air quality and sources of major pollutants.
Instr. Mat.:

Earth Science/Oceanography XI D 1 P
Objective: Predict how conditions on earth would be different if the average surface temperature were below 0 C(32 Fahrenheit) or above 100 C(212 Fahrenheit).
Instr. Mat.:

Earth Science/Oceanography XI D 2 P
Objective: Observe and compare residues left when equal volume samples of water from various sources are evaporated. Suggest possible sources of the dissolved solids.
Instr. Mat.:

Earth Science/Oceanography XI D 3 P
Objective: Investigate local waste control methods, and evaluate their effects on natural habitats.
Instr. Mat.:

Physical Science/Matter XII A 1 P
Objective: Use instruments and metric units to measure and compare masses of equal volumes of various materials.
Instr. Mat.:

Physical Science/Matter XII A 2 P
Objective: Use instruments and metric units to measure the mass and volume of objects and materials; compute the density of these objects and materials.
Instr. Mat.:

Physical Science/Matter XII A 3 P
Objective: Observe and describe Brownian motion. Explain it by using the theory of moving molecules. (See page 63 of Science Framework Addendum.)
Instr. Mat.:

Physical Science/Matter XII A 4 P
Objective: Observe and determine the temperature increase when a gas is compressed and the temperature decrease when a gas is released from pressure (safety precautions).
Instr. Mat.:

Physical Science/Matter XII A 5 P
Objective: Observe and describe phase changes, and explain them, using the theory of moving molecules.
Instr. Mat.:

Physical Science/Matter XII A 6 P
Objective: Construct crystal models to explain why crystals of a substance assume a consistent, characteristic shape.
Instr. Mat.:

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Physical Science/Matter [illegible]
Objective: Measure and compare the mass of reactants and products of a chemical reaction that occurs in a closed system (safety precautions).
Instr. Opt.:

Physical Science/Matter [illegible]
Objective: Write formulas for some common compounds. Relate the chemical formulas to molecular models and to the compounds themselves.
Instr. Opt.:

Physical Science/Matter [illegible]
Objective: Write equations for some simple chemical reactions. Relate the equations to molecular models and to the reactions themselves.
Instr. Opt.:

Physical Science/Matter [illegible]
Objective: Measure and calculate background radiation, using a radiation detector and timer.
Instr. Opt.:

Physical Science/Matter [illegible]
Objective: Use models or diagrams to describe the process of a nuclear fission chain reaction.
Instr. Opt.:

Physical Science/Matter [illegible]
Objective: Use models or diagrams to describe the process of a nuclear fusion reaction.
Instr. Opt.:

Physical Science/Mechanics [illegible]
Objective: Use motion units to measure force and distance; compute work done in moving an object.
Instr. Opt.:

Physical Science/Mechanics [illegible]
Objective: Calculate the power required to perform a given amount of work in a given time; e.g., to lift a 1000 kilogram elevator 10 meters in 10 seconds.
Instr. Opt.:

Physical Science/Mechanics — XXX 6 1 P
Objective: Identify examples of simple machines that make up a complex machine.
Instr. Mat.:

Physical Science/Mechanics — XXX 6 6 P
Objective: Measure force and the area on which it acts; calculate pressure.
Instr. Mat.:

Physical Science/Mechanics — XXX 6 5 P
Objective: Measure the mass of objects, using metric units.
Instr. Mat.:

Physical Science/Energy Sources and Transformations — XXX E 1 P
Objective: Observe and describe a variety of examples of potential energy; predict ways in which the energy could be released.
Instr. Mat.:

Physical Science/Energy Sources and Transformations — XXX E 2 P
Objective: Observe and describe a variety of energy transformations, identifying and illustrating ways in which energy is dissipated.
Instr. Mat.:

Physical Science/Energy Sources and Transformations — XXX E 3 P
Objective: Observe and infer the environmental effects (e.g., noise, heat, pollution, changes to the ecosystem) of a variety of energy conversions.
Instr. Mat.:

Physical Science/Energy Sources and Transformations — XXX E 4 P
Objective: Gather data on the rates of use and estimated reserves of various fossil fuels. Estimate the number of years it will take for each source to be exhausted if the rate of usage remains the same or is increased or decreased by 25 percent.
Instr. Mat.:

Physical Science/Energy/Heat — XXX H 1 P
Objective: Observe, measure, and describe the expansion of various objects when they are heated; explain thermal expansion, using kinetic molecular theory.
Instr. Mat.:

Science 6-8

Physical Science/Energy-Heat
Objective: Measure the mass and temperature change of water; calculate the heat lost or gained.
Instr. Ref.:

Physical Science/Energy-Heat
Objective: Observe and describe examples of heat transfer by conduction, convection, and radiation; explain heat transfer using kinetic molecular theory.
Instr. Ref.:

Physical Science/Energy-Heat
Objective: Experiment to determine the relative effectiveness of various insulating materials in various heat transfer situations; sequence the insulators by their effectiveness.
Instr. Ref.:

Physical Science/Energy-Light
Objective: Measure and compare light intensity in various situations, using a light meter.
Instr. Ref.:

Physical Science/Energy-Light
Objective: Observe and describe how the appearance of objects is affected by various visual defects.
Instr. Ref.:

Physical Science/Energy-Electricity and Magnetism
Objective: Observe and describe the effect of radio reception when a ra
is near electrical transmission lines.
Instr. Ref.:

Physical Science/Energy-Electricity and Magnetism
Objective: Observe and describe evidence for the release of heat as
electric current is passed through a conductor.
Instr. Ref.:

Physical Science/Energy-Electricity and Magnetism
Objective: Using appropriate meters, measure electrical potential, current, and resistance in a simple circuit.
Instr. Ref.:

Physical Science/Energy-Electricity and Magnetism — XII F 4 — P
Objective: Read and interpret labels on electrical appliances.
Instr. Mat.:

Physical Science/Energy-Sound — XII G 1 — P
Objective: Observe and describe a sound source in operation; predict the effect of various modifications on the pitch produced; test the prediction.
Instr. Mat.:

Physical Science/Energy-Sound — XII G 2 — P
Objective: Observe, describe, and compare the sounds of words that have the same meaning in several languages.
Instr. Mat.:

Science: Skills, Attitudes and Knowledge, (9-12) — XIII A 1 — PC
Objective: Develop a positive attitude toward science and take an active interest in natural phenomena.
Instr. Mat.:

Science: Skills, Attitudes and Knowledge — XIII A 2 — PC
Objective: Demonstrate knowledge of the fundamental concepts of science and realize how the applications of these concepts affect our daily lives.
Instr. Mat.:

Science: Skills, Attitudes and Knowledge — XIII A 3 — PC
Objective: Demonstrate knowledge of the techniques that comprise the scientific method to validate knowledge and to develop thinking skills for lifelong learning.
Instr. Mat.:

Science: Skills, Attitudes and Knowledge — XIII A 4 — PC
Objective: Demonstrate knowledge and attitudes about science in order to live as an informed citizen in a scientifically developed nation.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 1 — PC
Objective: Demonstrate knowledge of the structures and functions of cells and cell components. This includes knowledge of the similarities and differences between plant and animal cells.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 2 — PC
Objective: Demonstrate knowledge of the interrelationships among tissues, organs, and systems.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 3 — PC
Objective: Classify organisms according to similarities and differences in the structure and function of the individual organisms.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 4 — PC
Objective: Identify roles of animals, plants, and protists in the web of life (food production, disease, and harmful/beneficial).
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 5 — PC
Objective: Identify the commonality and diversity of animal behavior and distinguish between inborn and acquired characteristics.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 6 — PC
Objective: Demonstrate knowledge of the specific behaviors inherent to humans.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 7 — PC
Objective: Demonstrate knowledge of the structure, function, and of the major human body systems (digestive, nervous, circulatory, skeletal, muscular, respiratory, reproductive, excretory, and endocrine).
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 8 — PC
Objective: Describe the growth and development of humans from conception through old age. This study will include the diversity of humans and the variation among growth and developmental rates.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 9 — PC
Objective: Demonstrate knowledge of the complexity and differentiation of animal and/or plant development.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 10 — PC
Objective: Demonstrate knowledge of the factors to sustain plant life.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 11 — PC
Objective: Demonstrate knowledge of the process of photosynthesis.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 12 — PC
Objective: Identify the processes of mitosis, meiosis, and the roles of DNA RNA in the replication of cells and in the reproduction of cells and in the reproduction of organisms.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 13 — PC
Objective: Demonstrate knowledge of the structure and function of the reproductive systems of plants and animals.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 14 — PC
Objective: Demonstrate knowledge of the principles of genetics and heredity.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 15 — PC
Objective: Demonstrate knowledge of the theories of evolution, the diversity of life possible through the process of natural selection and mutation, and the changes that have, and are, taking place in life on earth.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 16 — PC
Objective: Demonstrate knowledge of ecology, including the study of how communities of living things interact with and depend upon each other and the physical environment, and the study of conservation.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 17 — PC
Objective: Demonstrate knowledge of the importance of technological advances in the fields of agriculture and medicine.
Instr. Mat.:

Biological Science Curriculum Continuum — XIV A 18 — PC
Objective: Demonstrate knowledge of California's landforms, climates, and conditions that support life.
Instr. Mat.:

Physical Science — XV A 1 — PC
Objective: Demonstrate knowledge of the structure of atoms and molecules, the bonds between atoms that give rise to molecules, and the differences between compounds and mixtures as commonly found in their environment.
Instr. Mat.:

Physical Science — XV A 2 — PC
Objective: Identify examples of elements and compounds that form common items in their environment by means of their chemical and physical properties.
Instr. Mat.:

Physical Science — XV A 3 — PC
Objective: Demonstrate knowledge of the three basic phases of matter on earth.
Instr. Mat.:

Physical Science — XV A 4 — PC
Objective: Demonstrate how to read and use a periodic table.
Instr. Mat.:

Physical Science — XV A 5 — PC
Objective: Define, measure, and/or calculate various physical characteristics of substances (mass, weight, length, area, volume, and temperature).
Instr. Mat.:

Physical Science — XV A 6 — PC
Objective: Demonstrate knowledge of chemical reactions.
Instr. Mat.:

Physical Science — XV A 7 — PC
Objective: Demonstrate knowledge of the synthesis of new compounds.
Instr. Mat.:

Physical Science XV A 8 PC
Objective: Demonstrate knowledge of the basic principles of nuclear science.
Instr. Mat.:

Physical Science XV A 9 PC
Objective: Demonstrate knowledge of forces and their effects upon matter.
Instr. Mat.:

Physical Science XV A 10 PC
Objective: Demonstrate knowledge of the definition and forms of energy.
Instr. Mat.:

Physical Science XV A 11 PC
Objective: Demonstrate knowledge of mechanics, including the interrelationship of force, mass, distance, and time.
Instr. Mat.:

Physical Science XV A 12 PC
Objective: Demonstrate knowledge of movement, acceleration and inertia.
Instr. Mat.:

Physical Science XV A 13 PC
Objective: Demonstrate knowledge of the nature of waves.
Instr. Mat.:

Physical Science XV A 14 PC
Objective: Describe characteristics of the electromagnetic spectrum.
Instr. Mat.:

Physical Science XV A 15 PC
Objective: Demonstrate knowledge of the characteristics of heat.
Instr. Mat.:

Physical Science XV A 16 PC
Objective: Demonstrate knowledge of the nature and role of electricity and electronics in the natural and the technological world.
Instr. Mat.:

Physical Science XV A 17 PC
Objective: Demonstrate knowledge of magnetic forces and electrical currents.
Instr. Mat.:

Physical Science XV A 18 PC
Objective: Demonstrate knowledge of the geologic processes which have occurred over millions of years.
Instr. Mat.:

Physical Science XV A 19 PC
Objective: Classify rocks according to their characteristics.
Instr. Mat.:

Physical Science XV A 20 PC
Objective: Demonstrate knowledge of the forces that shape the land surfaces.
Instr. Mat.:

Physical Science XV A 21 PC
Objective: Demonstrate knowledge of the role oceans play in making life possible on Earth, including the water cycle, tides, life forms, and ecological controls.
Instr. Mat.:

Physical Science XV A 22 PC
Objective: Demonstrate knowledge of climate and weather.
Instr. Mat.:

Physical Science XV A 23 PC
Objective: Demonstrate knowledge of the principals of astronomy (stars, galaxies, and the solar system).
Instr. Mat.:

Physical Science XV A 24 PC
Objective: Demonstrate knowledge of the information provided to mankind from the expeditions into space.
Instr. Mat.:

Social Studies

Kindergarten-Myself and Others in My World (Social Studies K-8) I A 1 F
Objective: The uniqueness of me (similarities and differences).
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 2 F
Objective: Finding my way in my world (map skills).
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 3 F
Objective: My needs and the needs of others and how people, including me, grow and change.
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 4 F
Objective: Self-awareness and the employment of my five senses.
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 5 F
Objective: My parents (their jobs and jobs that I can do).
Instr. Mat.: GH: PP 23

Kindergarten-Myself and Others in My World I A 6 F
Objective: Special occasions in my life.
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 7 F
Objective: Rules and why we need them.
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 8 F
Objective: Cooperation and conflict between friends and classmates.
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 9 F
Objective: Songs, stories, games, and dances my friends and I like.
Instr. Mat.:

Kindergarten-Myself and Others in My World I A 10 F
Objective: Learning to listen and listening to learn.
Instr. Mat.:

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Grade One - People at Home and at School II A 1 F
Objective: Get from home to school safely.
Instr. Mat.:

Grade One - People at Home and at School II A 2 F
Objective: Time and my life (times for work, times for play, minutes, hours, days of week, months of the year and seasons).
Instr. Mat.:

Grade One - People at Home and at School II A 3 F
Objective: Roles people play in my family and at my school.
Instr. Mat.:

Grade One - People at Home and at School II A 4 F
Objective: Relationships of home to school (space, time, people, rules, responsibilities, learning at home and at school, my rules at home and at school).
Instr. Mat.:

Grade One - People at Home and at School II A 5 F
Objective: Families (my own and others in the community and in the world).
Instr. Mat.:

Grade One - People at Home and at School II A 6 F
Objective: Meeting needs at home and at school.
Instr. Mat.:

Grade One - People at Home and at School II A 7 F
Objective: Cooperation, conflict, and communication at home and in school.
Instr. Mat.:

Grade One - People at Home and at School II A 8 F
Objective: People who have made my world better and more beautiful.
Instr. Mat.:

Grade One - People at Home and at School II A 9 F
Objective: Who is an American?
Instr. Mat.:

Grade Two - People as Members of Groups III A 1 F
Objective: Groups to which I belong.
Instr. Mat.:

Grade Two - People as Members of Groups III A 2 F
Objective: American ethnic groups (their roles and contributions).
Instr. Mat.:

Grade Two - People as Members of Groups III A 3 F
Objective: People and the groups they form/join.
Instr. Mat.:

Grade Two - People as Members of Groups III A 4 F
Objective: Roles within groups (e.g., leaders, followers, innovators, isolates).
Instr. Mat.:

Grade Two - People as Members of Groups III A 5 F
Objective: How groups use resources.
Instr. Mat.:

Grade Two - People as Members of Groups III A 6 F
Objective: Rules, responsibilities, and group norms.
Instr. Mat.:

Grade Two - People as Members of Groups III A 7 F
Objective: Communication, problem solving, and decision making in groups.
Instr. Mat.:

Grade Two - People as Members of Groups III A 8 F
Objective: Cooperation and conflict within/between groups.
Instr. Mat.:

Grade Two - People as Members of Groups III A 9 F
Objective: How and why groups change with time.
Instr. Mat.:

Grade Two - People as Members of Groups III A 10 F
Objective: How art, music, and dance influence and enrich group life.
Instr. Mat.:

Grade Two - People as Members of Groups III A 11 F
Objective: People who have contributed to the groups to which I belong.
Instr. Mat.:

Grade Two - People as Members of Groups III A 12 F
Objective: Map skills.
Instr. Mat.:

Grade Three-People as Members of Communities IV A 1 F
Objective: What is a community?
Instr. Mat.:

Grade Three-People as Members of Communities IV A 2 F
Objective: My community (where is it?)
Instr. Mat.:

Grade Three-People as Members of Communities IV A 3 F
Objective: Our community (its past, present, and future).
Instr. Mat.:

Grade Three-People as Members of Communities IV A 4 F
Objective: How community groups rely upon and influence one another.
Instr. Mat.:

Grade Three-People as Members of Communities IV A 5 F
Objective: The diverse cultures and peoples who make up and contribute to our community.
Instr. Mat.:

Grade Three-People as Members of Communities IV A 6 F
Objective: How is our community governed?
Instr. Mat.:

Grade Three-People as Members of Communities IV A 7 F
Objective: Cooperation, conflict, and communication within our community.
Instr. Mat.:

Grade Three-People as Members of Communities IV A 8 F
Objective: Appreciating and preserving the beauty of our community and improving the quality of life in it.
Instr. Mat.:

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Grade Three-People as Members of Communities IV 3 3 7
Objective: How does our community compare/contrast to other communities in the United States and in the world?
Instr. Mat.:

Grade Three-People as Members of Communities IV 3.13 7
Objective: See above.
Instr. Mat.:

Grade Four-The People of a Region/California V 4.1 7
Objective: The peoples of California today (who we are, where we live, the work we do, the way we participate as citizens).
Instr. Mat.:

Grade Four-The People of a Region/California V 4.2 7
Objective: California: the land and the environment (e.g., regional setting, major physical features, economic and military geography, and current environmental concerns).
Instr. Mat.:

Grade Four-The People of a Region/California V 4.3 7
Objective: California in prehistoric times.
Instr. Mat.:

Grade Four-The People of a Region/California V 4.4 7
Objective: The history of California and the diverse peoples who made that history (the historical periods).
Instr. Mat.:

Grade Four-The People of a Region/California V 4.5 7
Objective: Californians: men and women who have made significant contributions to our social, political, economic, and military life.
Instr. Mat.:

Grade Four-The People of a Region/California V 4.6 7
Objective: California's government (past and present).
Instr. Mat.:

Grade Four-The People of a Region/California V 4.7 7
Objective: California: its place in the United States and in the world.
Instr. Mat.:

Grade Four--The People of a Region:California
Objective: Looking toward the future in California.
Instr. Mat.:

V A R P

Grade Four--The People of a Region:California
Objective: Egg adults.
Instr. Mat.:

V A R P

Grade Five--The People of a Nation: The USA.
Objective: The land we call the US: a. where is it located; b. how is it divided into regions, states, communities?; c. what are the major industries, and current environmental concerns?
Instr. Mat.:

VI A I P

Grade Five--The People of a Nation: The USA.
Objective: We, the people of the US today: a. who are we; b. where do we live? c. what kinds of work do we do? d. how do we communicate with one another? e. what are some ideas/values in which we believe? f. how do we participate as citizens?
Instr. Mat.:

VI A I P

Grade Five--The People of a Nation: The USA.
Objective: The first Americans: people of yesterday: a. Where/how did the first Americans come to this continent? b. Into what groups have they divided? c. Where/how did these groups live? d. Who were their leaders?
Instr. Mat.:

VI A Sp-C P

Grade Five--The People of a Nation: The USA.
Objective: The first Americans - people of yesterday: a. What were the major accomplishments/contributions of the various groups? b. Where/how did the first Americans come into contact with the Europeans and Africans who came to explore/settle in America?
Instr. Mat.:

VI A Sp-C P

Grade Five--The People of a Nation: The USA.
Objective: Explorers and settlers in America (Boris, Doris, Dori, and Mori).
Instr. Mat.:

VI A A P

Grade Five--The People of a Nation: The USA.
Objective: Founders of our nation.
Instr. Mat.:

VI A A P

Grade Five-The People of a Nation: The 50s. 45 x x P
Objective: People who have helped our nation meet the major challenges
presed to change, and give politically, economically, socially,
and culturally over the years.
Instr. Mat.:

Grade Five-The People of a Nation: The 50s. 45 x 1 P
Objective: The United States and its people (their place/role in the
world today).
Instr. Mat.:

Grade Five-The People of a Nation: The 50s. 45 x x P
Objective: Map skills.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies 450 x 1 P
Objective: Built on home (or human beings (the world's seas, land, climate,
and natural resources and how they affect where and how people
live).
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies 450 x 2 P
Objective: The world's diverse peoples and the reasons for differences in
appearance and behavior.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies 450 x 3 P
Objective: Human needs and life experiences common to all peoples.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies 450 x x P
Objective: Why human societies develop different "ways of life" or diverse
cultures.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies 450 x 3 P
Objective: The role and importance of language in all human societies.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies 450 x x P
Objective: Technology: tools, techniques, tool users, and technological
changes yesterday and today.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies — VII A 7 P
Objectives: Five basic institutions on which peoples in all societies depend: government, economic institutions, education, family, and religion.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies — VII A 8 P
Objectives: The importance of human beliefs about the nature of the world, about beauty, and about right and wrong.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies — VII A 9 P
Objectives: World's people working together.
Instr. Mat.:

Grade Six-Our World, Its Diverse Peoples/Societies — VII A 10 P
Objectives: Map studies.
Instr. Mat.:

Grade Seven - The Changing World — VIII A 1 P
Objectives: The geography of the world and how it has changed over the centuries.
Instr. Mat.:

Grade Seven - The Changing World — VIII A 2 P
Objectives: The connection from prehistoric to historic times.
Instr. Mat.:

Grade Seven - The Changing World — VIII A 3 P
Objectives: Selected case studies of great civilizations in the Western and non-Western worlds.
Instr. Mat.:

Grade Seven - The Changing World — VIII A 4 P
Objectives: How peoples deal (conflict, controversy, cooperation, and cultural change).
Instr. Mat.:

Grade Seven - The Changing World — VIII A 5 P
Objectives: Men and women who have made significant contributions to the social, political, economic, intellectual, and cultural life of the world as to its ethical beliefs and practices.
Instr. Mat.:

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Grade Seven - The Changing World — VIII A 6 P
Objective: Great ideas and inventions that have transcended time and place: their origins, functions, and importance.
Instr. Mat.:

Grade Seven - The Changing World — VIII A 7 P
Objective: Facing change in the world today and tomorrow.
Instr. Mat.:

Grade Seven - The Changing World — VIII A 8 P
Objective: Map skills.
Instr. Mat.:

Grade Eight - The American Experience — IX A 1 P
Objective: Old World/New World: continuity and change.
Instr. Mat.:

Grade Eight - The American Experience — IX A 2 P
Objective: The Colonial experience viewed from a variety of perspectives.
Instr. Mat.:

Grade Eight - The American Experience — IX A 3 P
Objective: Founding a new nation (ideas, events, persons, values, basic documents).
Instr. Mat.:

Grade Eight - The American Experience — IX A 4 P
Objective: Critical episodes, major happenings, and great turning points in the American experience from the days of the early Republic to the present time.
Instr. Mat.:

Grade Eight - The American Experience — IX A 5 P
Objective: Contributions of men, women, and groups to the political, economic, social, and cultural development of the United States.
Instr. Mat.:

Grade Eight - The American Experience — IX A 6 P
Objective: The unique present viewed in light of its historical antecedents.
Instr. Mat.:

Grade Eight - The American Experience Objective: The Constitution. Instr. Mat.:	IX	A	7	P
Grade Eight - The American Experience Objective: Map skills. Instr. Mat.:	IX	A	8	P
Geography/Earth as a Whole (9-12) Objective: Earth in Space: Content may include: earth in the universe; earth in motion. Instr. Mat.:	X	A		P
Geography/Earth as a Whole Objective: Models of the Earth: Content may include: reading maps and scales; time zones; comparing map projections. Instr. Mat.: SCL: 11, 617, PP 60-62; 12, 65, PP 10-11; 13, 82, PP 4-6; 14, 89, PP 25-26	X	B		P
Geography/Earth as a Whole Objective: The Earth's Crust: content may include: topography and geological formation; continents, islands and oceans. Instr. Mat.:	X	C		P
Geography/Earth as a Whole Objective: Earth's Weather, Climate and Vegetation: content may include: climate/vegetation regions in the world; causes of different climates. Instr. Mat.:	X	D		P
Geography/Earth as a Whole Objective: The Earth's Resources and Their Usage: Content may include: natural resources; how people use/change land; where people live in conjunction with resources; linkage, transportation and communication. Instr. Mat.:	X	E		P
Geography/The Continents Objective: The Physical Patterns. Instr. Mat.:	XI	A		P

Geography/The Continents Objective: The Cultural Patterns Instr. Mat.:	XI	B	P
Geography/The Continents Objective: Regions (physical, ethnic, resources, etc.). Instr. Mat.:	XI	C	P
Geography/The Continents Objective: Trade Linkages. Instr. Mat.:	XI	D	P
US History/Geography/Early US History and Geography Objective: Before Columbus:The Geographical Setting and the First Americans. Content may include: climate, topography, soils, minerals, water, flora, and fauna; American Indians: probable origins and migratory routes. Instr. Mat.:	XII	A	1 P
US History/Geography/Early US History and Geography Objective: Before Columbus:The Geographical Setting and the First Americans. American tribes, nations and material culture; Indian contributions, innovations, settlement patterns, and livelihoods. Instr. Mat.:	XII	A	2 P
US History/Geography/Early US History and Geography Objective: The Age of Exploration (to 1600): Content may include: Vikings: other possible pre-columbian explorers; Isabella and Columbus and the origins of Spain's empire in America. Instr. Mat.:	XII	B	1 P
US History/Geography/Early US History and Geography Objective: The Age of Exploration (to 1600): Content may include: English exploration and claims; Other European explorers and impact on the development of colonial empires. Instr. Mat.:	XII	B	2 P
US History/Geography/Early US History and Geography Objective: European Colonies and the Early Colonial Rivalries (1580-1700) Content may include: English colonization; French, Dutch, Spanish, and Swedish colonies; Mercantilism, navigation, and colonial warfare. Instr. Mat.:	XII	C	1 P

US History/Geography/Early US History and Geography XII C 2 P
Objective: European Colonies and the Early Colonial Rivalries (1580-1700) Beginnings of American government (Magna Carta and Mayflower Compact); Utilization of the tradewinds; resource exploration.
Instr. Mat.:

US History/Geography/Early US History and Geography XII D 1 P
Objective: Development and Maturity of the English Colonies (1700-1763) Content may include: Development of New England, Middle and Southern Colonies; The colonial frontier.
Instr. Mat.:

US History/Geography/Early US History and Geography XII D 2 P
Objective: Development and Maturity of the English Colonies (1700-1763) Seven Years' War against France; Development of regionalism.
Instr. Mat.:

US History/Geography/Early US History and Geography XII E 1 P
Objective: Post-War Controversies and the American Revolution (1763-1783) Content may include: The seeds of revolt: parliamentary acts for enforcement of the British colonial system (from Stamp Act to Coercive Acts).
Instr. Mat.:

US History/Geography/Early US History and Geography XII E 2 P
Objective: Post-War Controversies and the American Revolution (1763-1783) Content may include: Declaration of Independence, revolution, and Peace of Paris; Initiating self-government: The Continental Congress and State governments.
Instr. Mat.:

US History/Geography/Early US History and Geography XII F 1 P
Objective: A New Nation (1781-1800) Content may include: The Articles of Confederation and the so-called "Critical Period"; Toward a federal union: the struggles over framing and ratification of the Constitution; the Federalist Papers.
Instr. Mat.:

US History/Geography/Early US History and Geography XII F 2 P
Objective: A New Nation (1781-1800) Content may include: Washington's administration: formative structure and precedents; Washington, Hamilton, and Jefferson and the foundations of political alliances and party government.
Instr. Mat.:

US History/Geography/Early US History and Geography XII F 3 P
Objective: A New Nation (1781-1800) Content may include: John Adams' administration: foreign problems and intensified party rivalries; first ten amendments; Bill of Rights.
Instr. Mat.:

US History/Geography/Early US History and Geography XII G 1 P
Objective: Triumph of the Democratic Republicans Under Jefferson, Madison and Monroe (1800-1824) Content may include: A nation of farmers and the geographical aspects of an agricultural nation; The Louisiana Purchase; new frontier perception.
Instr. Mat.:

US History/Geography/Early US History and Geography XII G 2 P
Objective: Triumph of the Democratic republicans Under Jefferson, Madison and Monroe (1800-1824) Content may include: Judicial nationalism: John Marshall and landmark Supreme Court cases; European entaglements and attempts at isolation: embargo acts/War of 1812.
Instr. Mat.:

US History/Geography/Early US History and Geography XII G 3 P
Objective: Triumph of the Democratic Republicans Under Jefferson, Madison and Monroe (1800-1824) Content may include: Era of Good Feelings: The Anti-Federalists adopt much of the Federalist program; the Missouri Compromise; the Monroe Doctrine.
Instr. Mat.:

US History/Geography/Early US History and Geography XII H 1 P
Objective: The Age of Jackson (1824-1840) Content may include: Crisis in leadership: the disputed election and the J. Q. Adams presidency; Heightening sectional issues: slavery, tarrif, internal improvements, the National Bank, and land policy.
Instr. Mat.:

US History/Geography/Early US History and Geography XII H 2 P
Objective: The Age of Jackson (1824-1840) Content may include: Democracy in Jackson's time: the increasing political voice of the common people; Indian removal: the "Trail of Tears".
Instr. Mat.:

US History/Geography/Early US History and Geography XII H 3 P
Objective: The Age of Jackson (1824-1840) Content may include: Farm, factory trade, and the expanded importance of economic geography; social ferment: literature, arts, philanthropy, and reform movements.
Instr. Mat.:

US History/Geography/Early US History and Geography XII I 1 P
Objective: The National Looks Westward: Nationalism and Manifest Destiny (1820's-1850) Content may include: Far western trade by sea and land; President Polk's expansionist platform; Acquisition of Texas and Oregon and new settlement horizons.
Instr. Mat.:

US History/Geography/Early US History and Geography XII I 2 P
Objective: The National Looks Westward: Nationalism and Manifest Destiny (1820's-1850) Content may include: The Mexican War: acquiring California and the Mexican Cession; California Gold Rush and statehood; major population shifts and transportation innovations
Instr. Mat.:

US History/Geography/Early US History and Geography XII J 1 P
Objective: Sectionalism, Secession, and the Civil War (1850-1865) Content may include: Legacy of the Compromise of 1850: the Fugitive Slave Law and the underground railroad. Kansas-Nebraska and the slavery expansion controversy.
Instr. Mat.:

US History/Geography/Early US History and Geography XII J 2 P
Objective: Sectionalism, Secession, and the Civil War (1850-1865) Content may include: Secession: the Confederate States of America; The Civil War, Lincoln's vision of the war and its objectives; the surrender of Lee.
Instr. Mat.:

US History/Geography/Early US History and Geography XII J 3 P
Objective: Sectionalism, Secession, and the Civil War (1850-1865) Content may include: Regional identities and tensions caused by Civil War.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII A 1 P
Objective: Aftermath of the War and the Emergence of Modern America (1865-1900). Content may include: Civil rights legislation and amendments; Economic exploitation and political reconstruction of the South.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII A 2 P
Objective: Aftermath of the War and the Emergence of Modern America (1865-1900). Content may include: Crises in the presidency: impeachment of Andrew Johnson and the disputed election of 1876-77.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII A 3 P
Objective: Aftermath of the War and the Emergence of Modern America (1865-1900). Content may include: Reemergence of southern white supremacy: black codes, voter intimidation, and "Jim Crow" laws.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII A 4 P
Objective: Aftermath of the War and the Emergence of Modern America (1865-1900). Content may include: The political phenomenon of the "Solid South"; Purchase of Alaska and the second west coast gold rush.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII A 5 P
Objective: Aftermath of the War and the Emergence of Modern America (1865-1900).Completing conquest of West: dispossessing Indians, building railroads, mining, ranching, settlement; and development of new arid land settlement patterns.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII A 6 P
Objective: Aftermath of the War and the Emergence of Modern America (1865-1900). Content may include: Mechanization of agriculture; Industrial development; Rise of the city and the upswing in rural to urban migration.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII A 7 P
Objective: Aftermath of the War and the Emergence of Modern America (1865-1900). Content may include: The "new" immigration and the rapid growth of Atlantic seaboard cities; Political corruption. The role of the Labor movement.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII B 1 P
Objective: The New Manifest Destiny and the Rise of the United States as a World Power (1880-1918) Contents may include: Foreign markets, maritime trade, and the steel navy; Territorial ambitions and the Spanish American War.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography XIII B 2 P
Objective: The New Manifest Destiny and the Rise of the United States as a World Power (1880-1918) Content may include: The Panama Canal and the new linkage of the West and East; World War I: Neutrality and intervention.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII C 1 P
Objective: The Era of reform (1898-1917). Content may include: Political reform: national, state, and local; Progressive attempts to curb economic and social abuses: trust-busting and regulation and Pure Food and Drug legislation.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII C 2 P
Objective: The Era of Reform (1898-1917). Content may include: The Square Deal of Theodore Roosevelt; The New Freedom of Woodrow Wilson.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII D 1 P
Objective: Post-War Prosperity (1918-1929). Content may include: Women's suffrage: the nineteenth Amendment; Prohibition; The automotive age: technical and social revolution; increased migration to the cities.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII D 2 P
Objective: Post-War Prosperity (1918-1929). Content may include: Isclationism; The bull market and the age of business; "Normalcy" and the Harding scandals; Overspeculation; the crash of October 1929.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII E 1 P
Objective: The Great Depression (1929-1939). Content may include: The worst depression in our country's history; F.D. Roosevelt's New Deal: relief, recovery, and reform; The tenacity of the depression: the Dust Bowl as a combination of natural and human causation.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII E 2 P
Objective: The Great Depression (1929-1939). Content may include: The second New Deal; Roosevelt and the Supreme Court; War clouds.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII F 1 P
Objective: From Neutrality to Global War (1930-1945). Content may include: Legacy of World War I: the isolationist background; Neutrality Acts of the 1930s.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII F 2 P
Objective: From Neutrality to Global War (1930-1945). Content may include: Pro-Allied involvement, 1939-1941; Pearl Harbor, December 7, 1941
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII F 3 P
Objective: From Neutrality to Global War (1930-1945). Content may include: Internment of Japanese-Americans; the "miracle" of American production; The war in Europe: the "Get Hitler First" strategy and campaigns.
Instr. Mat.:

US History/Geography/Development of Modern America & Geography — XIII F 4 P
Objective: From Neutrality to Global War (1930-1945). Content may include: The Holocaust, the systematic attempt to annihilate the Jewish people; War in the Pacific; Dawn of the nuclear age: Hirmoshima and Nagasaki.
Instr. Mat.:

US History/Geography/Modern American Events and Problems — XIV A 1 P
Objective: The Post-War Era:Peacetime Conversions and the Cold War (1945-64) The founding of the United Nations; Labor-management strife, adjustments, and legislation; Unprecedented foreign aid: Marshall Plan and other aid programs.
Instr. Mat.:

US History/Geography/Modern American Events and Problems — XIV A 2 P
Objective: The Post-War Era:Peacetime Conversions and the Cold War (1945-64) Containment-of-Communism policies: Truman Doctrine, NATO, and military involvement in Korea; The end of colonialism and the emerging independent nations.
Instr. Mat.:

US History/Geography/Modern American Events and Problems — XIV A 3 P
Objective: The Post-War Era:Peacetime Conversions and the Cold War (1945-64) Erosion of civil rights: the McCarthy era; American migration to the suburbs; Progress in civil rights: integration of schools (1954) and legislation (1964).
Instr. Mat.:

US History/Geography/Modern American Events and Problems — XIV A 4 P
Objective: The Post-War Era:Peacetime Conversions and the Cold War (1945-64) Entering the space age; Assassination of President Kennedy; Statehood of Alaska and Hawaii.
Instr. Mat.:

US History/Geography/Modern American Events and Problems — XIV B 1 P
Objective: Developments at Home and Abroad (1964-1974). Content may include: Military commitments in Vietnam; Antiwar protests and the cultural revolution; Nixon's rapprochements policy with China and Russia.
Instr. Mat.:

US History/Geography/Modern American Events and Problems XIV B 2 P
Objective: Developments at Home and Abroad (1964-1974). Content may include: Withdrawal from Vietnam; Earth Day, 1970, and the political use of the environment.
Instr. Mat.:

US History/Geography/Modern American Events and Problems XIV B 3 P
Objective: Developments at Home and Abroad (1964-1974). Content may include: Washington: Watergate and the resignation of Richard Nixon; Steady movement of Americans toward the sunbelt states.
Instr. Mat.:

US History/Geography/Modern American Events and Problems XIV C 1 P
Objective: The Contemporary Scene (1974-Present). Content may include: Role of political parties; Progress toward women's equality; Developments in the space and computer age; The continuing role of the environment as a prime social concept.
Instr. Mat.:

US History/Geography/Modern American Events and Problems XIV C 2 P
Objective: The Contemporary Scene (1974-Present). Content may include: The price of world leadership: continued cold war and defense spending; High standard of living: another area of world leadership.
Instr. Mat.:

US History/Geography/Modern American Events and Problems XIV C 3 P
Objective: The Contemporary Scene (1974-Present). Content may include: Economic challenges: inflation, high interest rates, the soaring national debt, taxation dilemmas, and spiraling costs of social security and health care.
Instr. Mat.:

US History/Geography/Modern American Events and Problems XIV C 4 P
Objective: The Contemporary Scene (1974-Present). Content may include: Foreign competition, dependence on foreign oil, and transnational economic development; effect on U.S. living standards.
Instr. Mat.:

World History/Culture/Geography/Early World History XV A 1 P
Objective: Origins of Human Society (early time to 600 B.C.) Content may include: The emergence of Homo sapiens; The development of hunting and gathering societies; Myths and theories of the origin of societies.
Instr. Mat.:

[illegible] Studies ????

[illegible] Subsidy/Culture/Geography/Early World Studies (P) 0 1 0
[illegible]: Origins of human society (early time to 600 B.C.) Content may include: The agricultural revolution; The evolution of the major river valley civilizations (i.e., Sumerian, Egyptian, Syrian).
Units: (Est.)

[illegible] Subsidy/Culture/Geography/Early World Studies (P) 0 2 0
[illegible]: Origins of human society (early time to 600 B.C.) Content may include: The economic and social impact of metallurgy, trade systems, time line; The impact of religious ideology and beliefs on society, civilized societies.
Units: (Est.)

[illegible] Subsidy/Culture/Geography/Early World Studies (P) 0 3 0
[illegible]: Origins of human society (early time to 600 B.C.) Content may include: The peopling of the Americas and the development of agricultural societies.
Units: (Est.)

[illegible] Subsidy/Culture/Geography/Early World Studies (P) 0 1 0
[illegible]: The Era of Classical Civilizations (600 B.C. to 300 B.C.). Content may include: The development of classical styles of civilization in the Mediterranean basin; The development of Biblical monotheism by Jews.
Units: (Est.)

[illegible] Subsidy/Culture/Geography/Early World Studies (P) 0 2 0
[illegible]: The Era of Classical Civilizations (600 B.C. to 300 B.C.). Content may include: The development of classical styles of civilization in Persia, India, China and Far East Africa; The rise of World Empires and their role in development of classical cultures.
Units: (Est.)

[illegible] Subsidy/Culture/Geography/Early World Studies (P) 0 3 0
[illegible]: The Era of Classical Civilizations (600 B.C. to 300 B.C.). Content may include: The expansion of Christianity, Buddhism, and Hinduism; The spread of ideas in Africa and the development of Arabia.
Units: (Est.)

[illegible] Subsidy/Culture/Geography/Early World Studies (P) 0 4 0
[illegible]: The Era of Classical Civilizations (600 B.C. to 300 B.C.). Content may include: Long distance trade and communication in the Mediterranean basin, the Silken Roads, and study the "Silk Road".
Units: (Est.)

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Social Studies 9-12

World History/Culture/Geography/The Contemporary World (WSS 9 1 7

Objective: The Contemporary Age (1914 to the present). Content may include: World Wars I and II; The establishment of the United Nations; Ideologies of democracy, socialism, communism, and fascism; Rise of dictatorships.

Instr. Opt.:

World History/Culture/Geography/The Contemporary World (WSS 9 2 7

Objective: The Contemporary Age (1914 to the present). Content may include: Social change and nationalism in Africa, Asia, and Latin America. Problems of global population and urban growth.

Instr. Opt.:

World History/Culture/Geography/The Contemporary World (WSS 9 3 7

Objective: The Contemporary Age (1914 to the present). Content may include: Industrial decline of the Northern Hemisphere (Europe, United States, Soviet Union, and Japan) and the problem of underdevelopment in the Southern Hemisphere, and causes for this pattern.

Instr. Opt.:

World History/Culture/Geography/The Contemporary World (WSS 9 4 7

Objective: The Contemporary Age (1914 to the present). Content may include: The evolution of the "cold war" and the nuclear threat.

Instr. Opt.:

World History/Culture/Geography/The Contemporary World (WSS 9 5 7

Objective: The Contemporary Age (1914 to the present). Content may include: New revolutions of technical power: nuclear energy, electronics, computers, scientific agriculture, government support of scientific and technological advancement.

Instr. Opt.:

World History/Culture/Geography/The Contemporary World (WSS 9 6 7

Objective: The Contemporary Age (1914 to the present). Content may include: Research centers; population economics and expanded human mobility.

Instr. Opt.:

World History/Culture/Geography/The Contemporary World (WSS 9 7 7

Objective: The Contemporary Age (1914 to the present). Content may include: The ecological crisis and new concerns for environmental management.

Instr. Opt.:

Social Studies 9-12

World History/Culture/Geography/The Contemporary World — 0521 9 4 7

Objective: The Contemporary Age (1945 to the present). Content may include: Modern scientific rationalism and its interplay with the major belief systems: Christianity, Judaism, Islam, Hinduism, and Buddhism.

Instr. Mat.:

World History/Culture/Geography/The Contemporary World — 0521 9 4 7

Objective: The Contemporary Age (1945 to the present). Content may include: Missing significance of the Pacific Basin.

Instr. Mat.:

World History/Culture/Geography/The Contemporary World — 0521 9 1 7

Objective: Contemporary Cultures/Technology, Language, Culture Institutions, Beliefs, Attitudes and Values). Content may include: Western European culture, in and out of Europe, (Australia/New Zealand, South Africa, Israel).

Instr. Mat.:

World History/Culture/Geography/The Contemporary World — 0521 9 2 7

Objective: Contemporary Cultures/Technology, Language, Culture Institutions, Beliefs, Attitudes and Values). Soviet Union culture, Middle East and North African culture (Saudi Arabia, Israel, Egypt, Iran, Morocco).

Instr. Mat.:

World History/Culture/Geography/The Contemporary World — 0521 9 3 7

Objective: Contemporary Cultures/Technology, Language, Culture Institutions, Beliefs, Attitudes and Values). Latin American culture (Argentina, Brazil, Mexico); Sub-Saharan African culture (Nigeria, Kenya, South Africa, Tanzania).

Instr. Mat.:

World History/Culture/Geography/The Contemporary World — 0521 9 4 7

Objective: Contemporary Cultures/Technology, Language, Culture Institutions, Beliefs, Attitudes and Values). Indian culture; Chinese culture; Japanese culture.

Instr. Mat.:

American Government & Civics/Origins & Background of American Govt — 0533 9 1 7

Objective: Key Prevailing Values and Conditions influenced the Development of Early Government. Content may include: Pre-European events; Class organizations; Religious tolerance; Spirit of individualism.

Instr. Mat.:

American Government & Civics/Origins & Background of American Govt 8/12 A 1 ?
Objective: How Prevailing Values and Conditions Influenced the Development of Early Government. Content may include: Philosophy of natural rights; No hereditary aristocracy; No established church; Wide ownership of land; Rural society.
Instr. Opt.:

American Government & Civics/Origins & Background of American Govt 8/12 B 1 ?
Objective: Principles Considered Essential to American Government by the Founding Fathers. Content may include: Separation of powers; Checks and balances; Federalism; Equal representation; Due process.
Instr. Opt.:

American Government & Civics/Origins & Background of American Govt 8/12 B 2 ?
Objective: Principles Considered Essential to American Government by the Founding Fathers. Content may include: Popular sovereignty; Individual rights; Individual responsibilities--active civic participation and allegiance to democratic principles.
Instr. Opt.:

American Government & Civics/Origins & Background of American Govt 8/12 B 3 ?
Objective: Principles Considered Essential to American Government by the Founding Fathers. Content may include: Common shared values; religious or civic.
Instr. Opt.:

American Government & Civics/Origins & Background of American Govt 8/12 C 1 ?
Objective: The Constitution Evolved as a Result of Compromise: A Balance of Conflicting Goals and Values. Content may include: Majority rule vs. minority rights; Power of strong executive vs. Failure of Articles of Confederation.
Instr. Opt.:

American Government & Civics/Origins & Background of American Govt 8/12 C 2 ?
Objective: The Constitution Evolved as a Result of Compromise: A Balance of Conflicting Goals and Values. Content may include: Powers for state and local autonomy vs. need for centralized government; large states vs. small states.
Instr. Opt.:

American Government & Civics/Origins & Background of American Govt 8/12 C 3 ?
Objective: The Constitution Evolved as a Result of Compromise: A Balance of Conflicting Goals and Values. Content may include: Popular rule vs. rule by aristocratic elite; Fear of the rule; Individual rights vs. police powers of the state.
Instr. Opt.:

American Government & Civics/Origins & Background of American Govt — XVIII C 4 — P
Objective: The Constitution Evolved as a Result of Compromises: A Balance of Conflicting Goals and Values. Content may include: Potential conflict between equality and liberty.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX A 1 — P
Objective: The Congress. Content may include: Selection; Committee system/seniority system; Differences between House and Senate; How a bill becomes a law: formal and informal steps; Role of leadership parties, constituents; Representation.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX B 1 — P
Objective: The Presidency. Content may include: Selection; Formal powers; Power of persuasion; Personality; Cabinet/Staff role; The budget; Foreign and domestic policy.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX C 1 — P
Objective: The Bureaucracy. Content may include: Relation to the President; Relation with Congress and interest groups; Reasons for expansion; Role of expertise.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX C 2 — P
Objective: The Bureaucracy. Content may include: Internal structure: departments, agencies--independent, regulatory, and enforcement agencies; Influence over policy.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX D 1 — P
Objective: The Judiciary. Content may include: Structure of federal and lower court systems: U.S. Supreme Court, federal courts, state courts, municipal courts. Jurisdiction of courts; Participants in the legal process: judges, lawyers, etc.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX D 2 — PC
Objective: The Judiciary. Content may include: Judicial review, importance of precedent; Judicial policymaking, norm enforcement; Types and structures of legal process (criminal, arrest, arraignment, trial, sentence, civil).
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX D 3 PC
Objective: The Judiciary. Content may include: Components of American justice (adversarial system, representation by counsel, judicial review); Principles of American justice (due process, presumption of innocence, standards of doubt, right to appeal).
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX D 4 PC
Objective: The Judiciary. Content may include: Issues of American justice (plea bargaining, insanity defense, corrections/death penalty, judicial policymaking).
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX E 1 P
Objective: Political Parties. Content may include: Roles of political parties; Reasons for two-party system; Role of third party; Differences between the two parties; Party organizations; Nominations and campaigns; Parties in the government.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX F 1 P
Objective: Interaction of Major Institutions for Policy Making/Maintaining. Content may include: The formulation process: role of experts, politicians, courts, and public opinion; Coalition-building: factions/interest groups, role of money, imp. of organization.
Instr. Mat.:

American Government & Civics/Structure/Operation of Amer Institute — XIX F 2 P
Objective: Interaction of Major Institutions for Policy Making/Maintaining. Content may include: Implementation; Maintenance and renewal: incrementalism, congressional oversight; Overall importance of cooperation and compromise: the budget process.
Instr. Mat.:

American Gov. & Civics/Role of Individual in Government — XI A 1 P
Objective: The Social Context of American Politics: Content may include: Socioeconomic status; race; sex; religion; age/generational differences; region.
Instr. Mat.:

American Gov. & Civics/Role of Individual in Government — XI B 1 PC
Objective: Cleavages in Public Opinion. Content may include: Party identification; Political ideology; How attitudes are learned, shaped, changed (role of parents, peers, school, media).
Instr. Mat.:

American Gov. & Civics/Role of Individual in Government — XX C 1 PC
Objective: Types of Elections. Content may include: Primary/general; Presidential/congressional, state/local; Partisan/nonpartisan.
Instr. Mat.:

American Gov. & Civics/Role of Individual in Government — XX D 1 PC
Objective: Voting. Content may include: Historical broadening of the franchise: 15th, 19th, 24th, and 26th Amendments; Turnout rates; Registration laws; Importance of voting to good government.
Instr. Mat.:

American Gov. & Civics/Role of Individual in Government — XX E 1 PC
Objective: Other Forms of Political Participation. Content may include: Working for parties and candidates; Membership in an organization.
Instr. Mat.:

American Gov. & Civics/Role of Individual in Government — XX F 1 PC
Objective: Other Forms of Civic and Social Participation. Content may include: de Tocqueville's view of American life; Volunteer projects; Community improvement activities; Litigation; Crime prevention.
Instr. Mat.:

American Gov. & Civics/Civil Liberties and Civil Rights — XXI A 1 PC
Objective: Bill of Rights. Content may include: Freedom of speech; Freedom of press; Right of assembly; Freedom of religion/establishment of religion; Rights of accused and criminal due process; Protection of discrimination: voting, education, jobs, housing, employment.
Instr. Mat.:

American Gov. & Civics/Civil Liberties and Civil Rights — XXI B 1 PC
Objective: Tensions Caused by Desire for Individual Freedom, Ethical Behavior, Majority Rule, and Public Order. Content may include: Crime; Race and sex discrimination; Eminent Domain; Tax paying.
Instr. Mat.:

American Gov. & Civics/Civil Liberties and Civil Rights — XXI B 2 P
Objective: Tensions Caused by Desire for Individual Freedom, Ethical Behavior, Majority Rule, and Public Order. Content may include: Military service; Compulsory schooling; First and Fifth Amendment limitations; Limitations on government.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII A 1 P
Objective: Similarities and Differences of Federal, State, and Local Governmental Institutions. Content may include: Governors, constitutional officers, state legislatures, state and local agencies. Specific types and functions of local agencies.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII A 2 P
Objective: Similarities and Differences of Federal, State, and Local Governmental Institutions. Content may include: Distinction between county and city governments; Types of city government; Principal and protocol of "Home Rule".
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII A 3 P
Objective: Similarities and Differences of Federal, State, and Local Governmental Institutions. Content may include: Federal, state, and municipal court systems and jurisdiction; law enforcement and corrections; Access of citizens to federal, state, & local govt.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII B 1 P
Objective: Major Policy Areas of Federal, State, and Local Governments. Content may include: Education; Domestic security/crime; Taxes.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII C 1 P
Objective: Close Relationship Between Federal, State and Local Governments Content may include: Reserve powers (10th Amendment); Incorporation (14th Amendment); Areas of jurisdictional conflict: civil rights and coastal or inland water policy.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII C 2 P
Objective: Close Relationship Between Federal, State and Local Governments Content may include: Areas of cooperation: grants-in-aid/revenue sharing & commerce; Consequence of local majorities differing from national majority; federal vs. local courts & inland water policy.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII D 1 PC
Objective: Legal Systems Manage Conflict Among Individuals, Groups and Institutions. Content may include: Criminal matters, procedures, and connections; Civil matters, procedures, and remedies: torts, contracts.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII D 2 — PC
Objective: Legal Systems Manage Conflict Among Individuals, Groups and Institutions. Content may include: Family law: marriage, divorce, rights of children; Juvenile law.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII E 1 — PC
Objective: Initiatives, Referenda, and Recall Illustrate Democracy. Content may include: Origins in Progressive movement; Frequency of use, types of issues involved; Role of interest groups, money, and media at national, state, and local levels.
Instr. Mat.:

American Gov. & Civics/Federal, State and Local Government — XXII E 2 — PC
Objective: Initiatives, Referenda, and Recall Illustrate Democracy. Content may include: Comparison with representative government: pros and cons of each.
Instr. Mat.:

American Gov. & Civics/The United States and the World — XXIII A 1 — P
Objective: Changes in National Policy, From Detachment to World Leadership. Content may include: Capacity to stay aloff from foreign entanglements; 1900-1914, moving into world scene: Caribbean, Central America.
Instr. Mat.:

American Gov. & Civics/The United States and the World — XXIII A 2 — P
Objective: Changes in National Policy, From Detachment to World Leadership. Content may include: World War II, United Nations, and world leadership: human rights; How the institutions have responded to the need for defense negotiations, and privacy.
Instr. Mat.:

American Gov. & Civics/The United States and the World — XXIII A 3 — P
Objective: Changes in National Policy, From Detachment to World Leadership. Content may include: Examples of public policy issues: CIA operations, undeclared wars, Korea, Vietnam, Central America, etc.
Instr. Mat.:

American Gov. & Civics/The United States and the World — XXIII B 1 — P
Objective: Domestic and Foreign Policy. Content may include: Sputnik, space race, and National Defense Education Act. Deterrence; Containment; Guns vs. butter; Anti-communism and civil liberties.
Instr. Mat.:

American Gov. & Civics/The United States and the World — XXIII B 2 — P
Objective: Domestic and Foreign Policy. Content may include: President and Congress; Defense budget; The arms control debates; The case of the Middle East; Vietnam; Central America; Immigration policy.
Instr. Mat.:

American Gov. & Civics/Contemporary American Government — XXIV A 1 — PC
Objective: Contemporary Domestic and International Issues. Content may include: Abuse of power/upset in balance of power: Watergate and the presidency, the War Powers Act and the legislature, activity courts, and cycles in presidential and congressional domination.
Instr. Mat.:

American Gov. & Civics/Contemporary American Government — XXIV A 2 — PC
Objective: Contemporary Domestic and International Issues. Content may include: Changing role of political parties; Increased role of the media, single interest groups; Increasing costs for social programs and national defense.
Instr. Mat.:

American Gov. & Civics/Contemporary American Government — XXIV A 3 — PC
Objective: Contemporary Domestic and International Issues. Content may include: Role of the United States as a world power--changing policies toward other nations.
Instr. Mat.:

American Gov. & Civics/Contemporary American Government — XXIV A 4 — PC
Objective: Contemporary Domestic and International Issues. Content may include: Reappraisal of the Constitution vis-a-vis present day government; Immigration and demographic changes.
Instr. Mat.:

American Gov. & Civics/Contemporary American Government — XXIV B 1 — PC
Objective: Contemporary Forms of Government. Content may include: Structure and functions of government (legislative, executive, judicial).
Instr. Mat.:

American Gov. & Civics/Contemporary American Government — XXIV B 2 — PC
Objective: Contemporary Forms of Government. Content may include: Comparison of goals (equality, economic philosophy, standard of living, role of family, public education, labor, freedom and rights, public opinion, military).
Instr. Mat.:

American Gov. & Civics/Contemporary American Government — XXIV B 3 PC
Objective: Contemporary Forms of Government. Content may include: Present-day norms in government (non-democratic governments, totalitarian governments, democracy).
Instr. Mat.:

Economics/Vocabulary tools, indicates, scarcity, etc. — XXV A 1 P
Objective: Terms involving the study of economics (See Modern Curriculum Standards for word list).
Instr. Mat.:

Economics/Vocabulary tools, indicates, scarcity, etc. — XXV B 1 P
Objective: Tools (chargs, graphs, etc.) needed for the study of economics (see Modern Curriculum Standards for word list).
Instr. Mat.:

Economics/Vocabulary tools, indicates, scarcity, etc. — XXV C 1 P
Objective: Economic indicators. Content may include: National income accounting, Gross National Product, Consumer price indexing, inflation, measurements of unemployment.
Instr. Mat.:

Economics/Vocabulary tools, indicates, scarcity, etc. — XXV D 1 P
Objective: The effects of scaricty on society. Content may include: Trade-offs, economic choices, opportunity costs, wants, productive resources.
Instr. Mat.:

Economics/Vocabulary tools, indicates, scarcity, etc. — XXV E 1 P
Objective: Economic systems. Content may include: Market, market economy, traditional economy, comman economy, role of government, income distribution, supply and demand.
Instr. Mat.:

Economics/Vocabulary tools, indicates, scarcity, etc. — XXV F 1 P
Objective: Characteristics of the U.S. economic system. Content may include: Competition, market structure, freedom of choice, private ownership, profit and loss.
Instr. Mat.:

Economics/Basic Units of Study for Economics — XXVI A 1 P
Objective: Use of economic concepts and consumer skills in decision making. Content may include: Scarcity, opportunity cost, comparison shopping, budgeting-spending-borrowing-saving-investing, consumer rights & responsibilities, property rights & contracts.
Instr. Mat.:

Economics/Basic Units of Study — XXVI B 1 — P
Objective: Roles of labor, agriculture & business organizations in development of U.S. Economy. Content may include: forms of business organizations, labor unions.
Instr. Mat.:

Economics/Basic Units of Study — XXVI C 1 — P
Objective: Role of govenrment in U.S. market economy. Content may include: Public goods & services, economic stability & full employment, redistributing income to those in need, correction cases of market failure, regulating economy/law & order, tax policy.
Instr. Mat.:

Economics/Basic Units of Study — XXVI D 1 — P
Objective: Use of money to facilitate the exchange of goods and services. Content may include: Money supply, financial institutions, federal reserve system, monetory policy.
Instr. Mat.:

Economics/Basic Units of Study — XXVI E 1 — P
Objective: Financial institutions. Content may include: savings and borrowing, financial intermediaries, interest rate, investment.
Instr. Mat.:

Economics/Basic Units of Study — XXVI F 1 — P
Objective: Bisomess cycles. Content may include: Unemployment, recession, inflation.
Instr. Mat.:

Economics/Basic Units of Study — XXVI G 1 — P
Objective: How U.S. history has been characterized by economic growth and improvements in the standards of living. Content may include: Territorial expansion, inventions and innovations, tehcnological improvements, Increase in capital stock, etc.
Instr. Mat.:

Economics/Basic Units of Study — XXVI H 1 — P
Objective: Impact of international trade and the movement of people across national borders. Content may include: Imports & exports, balance & payments, exchange rates, international trade, immigration, development of Third World nations, World Bank, etc.
Instr. Mat.:

Economics/Basic Units of Study — XXVI I 1 — P
Objective: The effect of market forces and government policies on distribution of income in the U.S. Content may include: Market determination of wages, rent, interest & profit, government taxes, govenrment regulations, etc.
Instr. Mat.:

First Aid — XXVII A 1 — PC
Objective: Explain Emergency Treatment for: a. severe bleeding; b. stoppage of breathing; c. poisoning.
Instr. Mat.:

First Aid — XXVII B 1 — PC
Objective: Name, describe, and explain treatment for ? of the 5 types of wounds.
Instr. Mat.:

First Aid — XXVII C 1 — PC
Objective: Explain first aid treatment for: a. eye injuries; b. nose injuries; c. ear and jaw injuries; d. animal stings and bites.
Instr. Mat.:

First Aid — XXVII D 1 — PC
Objective: Explain causes and first aid treatment for shock.
Instr. Mat.:

First Aid — XXVII E 1 — PC
Objective: Explain and demonstrate first aid for the following respiratory emergencies: a. obstruction; b. lack of oxygen or presence of toxic gases; c. CPR (cardiopulmonary resuscitation).
Instr. Mat.:

First Aid — XXVII F 1 — PC
Objective: Demonstrate first aid for choking.
Instr. Mat.:

First Aid — XXVII G 1 — FPC
Objective: Explain Prevention and First Aid for Poisoning.
Instr. Mat.:

First Aid — XXVII H 1 — PC
Objective: Describe the three degrees of burns, and first aid for each.
Instr. Mat.:

First Aid — XXVII I 1 — P
Objective: Explain First Aid Treatment for: a. frost bite; b. heat stroke; c. heat cramps; d. heat exhaustion.
Instr. Mat.:

First Aid — XXVII J 1 — P
Objective: Explain Symptoms and First Aid Measures For: a. heart attack; b. stroke; c. fainting; d. convulsion; e. epilepsy.
Instr. Mat.:

First Aid — XXVII K 1 — FPC
Objective: Demonstrate Techniques of Applying Dressings and Bandages.
Instr. Mat.:

First Aid — XXVII L 1 — P
Objective: Describe and Explain First Aid for Bone and Joint Injuries.
Instr. Mat.:

First Aid — XXVII M 1 — P
Objective: Explain Means of Moving Victim in Emergency Rescues and Transfers.
Instr. Mat.:

Driver Education — XXVIII A 1 — P
Objective: Driving responsibilities.
Instr. Mat.:

Driver Education — XXVIII A 2 — P
Objective: Major causes of accidents.
Instr. Mat.:

Driver Education — XXVIII A 3 — P
Objective: Natural forces affecting driving.
Instr. Mat.:

Driver Education — XXVIII A 4 P
Objective: Signs, signals, highway markings, and highway design features which require understanding for safe operation and motor vehicles.
Instr. Mat.:

Driver Education — XXVIII A 5 P
Objective: California Vehicle Code, rules of the road, other state laws and local motor vehicles laws and ordinances.
Instr. Mat.:

Driver Education — XXVIII A 6 P
Objective: Differences in characteristics of urban and rural driving including safe use of modern expressways.
Instr. Mat.:

Driver Education — XXVIII A 7 P
Objective: Critical vehicle systems and subsystems requiring preventive maintenance.
Instr. Mat.:

Driver Education — XXVIII A 8 P
Objective: Pedestrian safety.
Instr. Mat.:

Driver Education — XXVIII A 9 P
Objective: Effects of alcohol and drugs when driving.
Instr. Mat.:

Driver Education — XXVIII A 10 P
Objective: Motorcycle safety.
Instr. Mat.:

Driver Education — XXVIII A 11 P
Objective: Department of Motor Vehicle test for learner's permit.
Instr. Mat.:

Driver Education — XXVIII A 12 P
Objective: Function, use and location of the local D.M.V.
Instr. Mat.:

Driver Education Objective: Obtain a driving permit. Instr. Mat.:	XXVIII B 1	P
Driver Education Objective: Obtain a standard driving license Instr. Mat.:	XXVIII C 1	P
Computer Literacy/The Use of Computers in Society Objective: Computer history. Instr. Mat.:	XXIX A 1	FP
Computer Literacy/The Use of Computers in Society Objective: Computer usage by law-enforcement agencies, scientists, businesses, farms, private individuals, etc. Instr. Mat.:	XXIX B 1	FPC
Computer Literacy/The Use of Computers in Society Objective: The effects of computers on society. Instr. Mat.:	XXIX C 1	FP
Computer Literacy/Basic Computer Operation Objective: Care of the computer and diskettes. Instr. Mat.:	XXX A 1	FP
Computer Literacy/Basic Computer Operation Objective: Computer terminology. Instr. Mat.:	XXX B 1	FP
Computer Literacy/Basic Computer Operation Objective: Types of computers. Instr. Mat.:	XXX C 1	FP
Computer Literacy/Basic Computer Operation Objective: Computers need to be programmed. Instr. Mat.:	XXX D 1	FP
Computer Literacy/Basic Computer Operation Objective: Operation of programs (following instructions). Instr. Mat.:	XXX E 1	FP

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Computer Literacy/Basic Computer Operation Objective: Types of machines run by computers. Instr. Mat.:	XXX	F 1	FP
Computer Literacy/Basic Computer Programming Objective: The writing of simple programs. Instr. Mat.:	XXXI	A 1	PC
Computer Literacy/Basic Computer Programming Objective: Types of programming languages. Instr. Mat.:	XXXI	B 1	PC
Computer Literacy/Basic Computer Programming Objective: The writing of complex programs. Instr. Mat.:	XXXI	C 1	PC

Health and Safety

Drug and Alcohol Abuse/Drugs — I A 1 PC
Objective: Define ? types of drugs and the effect they have on the body.
Instr. Mat.:

Drug and Alcohol Abuse/Drugs — I A 2 FPC
Objective: Match the generic drug name with the street name currently used for ? drugs.
Instr. Mat.:

Drug and Alcohol Abuse/Drugs — I A 3 FPC
Objective: Identify ? health problems which may be a cause or result of drug abuse.
Instr. Mat.:

Drug and Alcohol Abuse/Drugs — I A 4 FPC
Objective: Identify ? social problems which may be a cause or result of drug abuse.
Instr. Mat.:

Drug and Alcohol Abuse/Drugs — I A 5 FPC
Objective: Suggest ? alternatives to drug usage.
Instr. Mat.:

Drug and Alcohol Abuse/Alcohol — I B 1 PC
Objective: Define blood alcohol levels.
Instr. Mat.:

Drug and Alcohol Abuse/Alcohol — I B 2 FPC
Objective: Identify ? health problems which may be a result of alcohol usage.
Instr. Mat.:

Drug and Alcohol Abuse/Alcohol — I B 3 FPC
Objective: Identify ? social problems which may be a cause/result of alcohol usage.
Instr. Mat.:

Drug and Alcohol Abuse/Alcohol — I B 4 FPC
Objective: Suggest ? alternatives to use of alcohol.
Instr. Mat.:

Drug and Alcohol Abuse/Alcohol — I B 5 F
Objective: List ? agencies which offer support for rehabilitation.
Instr. Mat.:

Human Anatomy — II A 1 F
Objective: Name ? of 3 parts of a cell.
Instr. Mat.:

Human Anatomy — II A 2 F
Objective: Describe how cells divide.
Instr. Mat.:

Human Anatomy — II A 3 FPC
Objective: Name, locate, and describe functions of the major parts of the following body systems: a. skeletal; b. muscular; c. blood; d. digestive; e. nervous; f. respiratory; g. excretory; h. reproductive.
Instr. Mat.:

Human Anatomy — II A 4 F
Objective: Identify ? of 5 senses.
Instr. Mat.:

Human Anatomy — II A 5 F
Objective: Name and describe the function of ? of 4 types of teeth.
Instr. Mat.:

Human Anatomy — II A 6 F
Objective: Name ? of 3 parts of a tooth.
Instr. Mat.:

Human Anatomy — II A 7 F
Objective: Name and describe the function of the major parts of the eye.
Instr. Mat.:

Human Anatomy — II A 8 F
Objective: Name and describe the function of the major parts of the ear.
Instr. Mat.:

Human Anatomy — II A 9 F
Objective: Name and describe the function of the major parts of the skin.
Instr. Mat.:

Human Anatomy — II A 10 F
Objective: Describe the conception and birth process.
Instr. Mat.:

Safety — III A 1 F
Objective: Read 7 of 16 medicine labels (Essential Skills U-2).
Instr. Mat.:

Safety — III A 2 F
Objective: Read 7 of 16 warning labels (Essential Skills U-6).
Instr. Mat.:

Safety — III A 3 F
Objective: Read 7 of 40 words and phrases seen on warning/safety signs (Essential Skills D-4).
Instr. Mat.:

Safety — III A 4 F
Objective: Demonstrate knowledge of accident prevention and safety procedure for: a. home; b. street; c. bus/car; d. school/classroom; e. recreational areas; f. around strangers; g. animals; h. shop classes (specify:); i. other (specify:).
Instr. Mat.: SOL: L2, #7, PP 16-20

Personal Hygiene — IV A 1 F
Objective: State 2 health benefits of cleanliness.
Instr. Mat.:

Personal Hygiene — IV A 2 F
Objective: Name 2 social benefits of cleanliness.
Instr. Mat.:

Personal Hygiene — IV A 3 FP
Objective: Demonstrate body-cleanliness routines by: a. shampooing hair twice daily; b. bathing or showering daily; c. stating when hands should be washed; d. maintaining clean hands and fingernails.
Instr. Mat.: SOL: L1, #3, PP 10-14

Personal Hygiene — IV A 4 — FPC
Objective: Demonstrate knowledge of methods for controlling body odor by: a. stating when underwear should be changed; b. stating when to use deodorant; c. identifying a bottle/can of deodorant and state its purpose; d. maintaining proper female hygiene.
Instr. Mat.: SOL: L1, #3, PP 10-14

Personal Hygiene — IV A 5 — F
Objective: Describe procedures for cleaning teeth by: a. stating when teeth should be brushed/flossed; b. listing materials needed to brush/floss teeth; c. explaining brushing/flossing procedures.
Instr. Mat.:

Personal Hygiene — IV A 6 — F
Objective: Explain procedures for cleaning and caring for hair by: a. describing how to wash hair; b. naming a shampoo/conditioner used for washing hair; c. naming special shampoos and their purposes; d. appropriately using brush and comb when requested.
Instr. Mat.:

Personal Hygiene — IV A 7 — PC
Objective: Complete a grooming checklist for self.
Instr. Mat.:

Communication with Medical Personnel/Services — V A 1 — PC
Objective: Locate emergency and hotline numbers.
Instr. Mat.:

Communication with Medical Personnel/Services — V A 2 — P
Objective: State name and location of nearest clinic and hospital.
Instr. Mat.:

Communication with Medical Personnel/Services — V A 3 — PC
Objective: Complete a standard health form with 7% accuracy.
Instr. Mat.:

Communication with Medical Personnel/Services — V A 4 — PC
Objective: Describe health history of immediate family (major causes of illness and death).
Instr. Mat.: LC 24: LSN 16, PP 16a

Diseases/Disabilities VI A 1 P
Objective: List 7 childhood diseases, and describe symptoms and treatments of each.
Instr. Mat.:

Diseases/Disabilities VI A 2 P
Objective: List 7 common ailments (flu, colds, etc.) and discuss symptoms, prevention and treatment for each.
Instr. Mat.:

Diseases/Disabilities VI A 3 P
Objective: List 7 sexually transmitted diseases, and discuss symptoms, prevention, and treatment of each.
Instr. Mat.:

Diseases/Disabilities VI A 4 P
Objective: Name and describe 7 disabilities (blindness, etc.).
Instr. Mat.:

Basic Living

Money and Finance — I W 1 F
Objective: Read ? of 5 price signs.
Instr. Mat.: LCCE: DL 1.1, 1.2

Money and Finance — I W 2 FP
Objective: Compute ? of 18 problems on total purchase amounts, using money.
Instr. Mat.: LC 23: LSN 7, PP 7a
LCCE: DL 1.1, 1.2

Money and Finance — I W 3-1 FPC
Objective: Make correct change, using the fewest number of bills and coins: ? of 6 for $ 1.00.
Instr. Mat.: SOL: L1, #13, PP 43-44
LC 23: LSN 7, PP 7a
LCCE: DL 1.1, 1.2

Money and Finance — I W 3-2 FPC
Objective: Make correct change, using the fewest number of bills and coins: ? of 6 for $ 5.00.
Instr. Mat.: SOL: L1, #13, PP. 43-44
LC 23: LSN 7, PP 7a
LCCE: DL 1.1, 1.2

Money and Finance — I W 3-3 FPC
Objective: Make correct change, using the fewest number of bills and coins: ? of 6 for $10.00.
Instr. Mat.: SOL: L1, #13, PP. 43-44
LC 23: LSN 7, PP 7a
LCCE: DL 1.1, 1.2

Money and Finance — I W 3-4 FPC
Objective: Make correct change, using the fewest number of bills and coins: ? of 6 for $20.00.
Instr. Mat.: SOL: L1, #13, PP. 43-44
LC 23: LSN 7, PP 7a
LCCE: DL 1.1, 1.2

Money and Finance — I W 4 FPC
Objective: Compute ? of 20 problems on purchase savings when presented with advertisements for merchandise.
Instr. Mat.: LCCE: DL 1.1, 1.2

Money and Finance — I W 5 FPC
Objective: Calculate ? of 8 sets of problems on computing expenses using charts and tables.
Instr. Mat.: LC 23: LSN 8, PP 8a
LCCE: DL 1.1, 1.2

Money and Finance — I W 6 FPC
Objective: Match ? of 18 banking and credit words to definitions.
Instr. Mat.: LC 23: LSN 10, PP 10a
LCCE: DL 1.3, 1.4

Money and Finance — I W ?-1a FPC
Objective: Fill out deposit slip for deposit of cash.
Instr. Mat.: SOL: L1, #13, PP 43-50
LCCE: DL 1.3, 1.4

Money and Finance — I W ?-2a FPC
Objective: Write check and balance check stub when no regrouping in subtraction is required.
Instr. Mat.: SOL: L1, #13, PP 43-50
LCCE: DL 1.3, 1.4

Money and Finance — I W ?-3a FPC
Objective: Fill out deposit slip for deposit of check.
Instr. Mat.: SOL: L1, #13, PP 43-50
LCCE: DL 1.3, 1.4

Money and Finance — I W ?-3b FPC
Objective: Write check and balance check stub when regrouping in subtraction is required.
Instr. Mat.: SOL: L1, #13, PP 43-50
LCCE: DL 1.3, 1.4

Money and Finance — I W 8 PC
Objective: Compute (a) ? of 12 problems on interests and loans with (b) ? % of accuracy.
Instr. Mat.: LCCE: DL, 1.3, 1.4

Money and Finance — I W 9 PC
Objective: Demonstrate comprehension of credit agreement by responding to ? of 5 questions.
Instr. Mat.: LC 23: LSN 13, PP 13a
LCCE: DL 1.3, 1.4

Money and Finance Objective: Complete ? of 5 sections on credit card application. Instr. Mat.: LC 23, LSN 13, PP 13a LCCE: DL 1.3, 1.4	I	W 10	PC
Money and Finance Objective: Demonstrate comprehension of monthly credit statement by responding to ? of 7 questions. Instr. Mat.: LCCE: DL 1.3, 1.4	I	W 11	PC
Money and Finance Objective: State the difference between buying and saving. Instr. Mat.:	I	W 12	F
Money and Finance Objective: List ? aspects of living which cost money (housing, entertainment, etc.). Instr. Mat.:	I	W 13	F
Money and Finance Objective: Open a savings or checking account. Instr. Mat.:	I	W 14	C
Money and Finance Objective: Fill out a money order with ?% accuracy. Instr. Mat.:	I	W 15	C
Money and Finance Objective: Compute sales tax on given items with ?% accuracy. Instr. Mat.: LC 23: LSN 8, PP 8a	I	W 16	FP
Money and Finance Objective: Identify categories for deductions and principle elements of a pay check with ?% accuracy. Instr. Mat.:	I	W 17	PC
Travel and Transportation Objective: Read and identify ? of 60 traffic signs. Instr. Mat.:	II	X 1	FPC

Travel and Transportation — II X 2 — FPC
Objective: Match ? of 20 traffic symbols with their meanings.
Instr. Mat.:

Travel and Transportation — II X 3 — PC
Objective: Orally read and identify ? of 59 car part vocabulary words.
Instr. Mat.:

Travel and Transportation — II X 4 — PC
Objective: Identify, locate, demonstrate or describe ? of 59 car parts, and their use/care.
Instr. Mat.:

Travel and Transportation — II X 5 — PC
Objective: Read and complete ? of 21 sections of an application for driver's instruction permit.
Instr. Mat.: LCCE: DL 9.42

Travel and Transportation — II X 6 — PC
Objective: Receive a score of ? when rated by the Auto Safety Rating scale.
Instr. Mat.:

Travel and Transporation — II X 7 — PC
Objective: Compute ? of 4 problems regarding gas mileage and cost.
Instr. Mat.:

Travel and Transportation — II X 8 — PC
Objective: Demonstrate the ability to calculate the distance between ? of 6 pairs of cities, using a mileage table.
Instr. Mat.: LC 24; LSN 11, PP 11g

Travel and Transportation — II X 9a
Objective: Read and interpret information:
1. ? of 4 questions from a city bus schedule.
2. ? of 4 questions from a city map of bus routes.
3. ? of 4 questions from both schedule and map.
Instr. Mat.: LCCE: DL 9.41

Travel and Transportation — II X 9b
Objective: Read and interpret information:
1. ? of 4 questions on getting around in a building.
2. ? of 4 questions on using a directory.
3. ? of 4 questions on train/plane/boat schedules.
Instr. Mat.: LCCE: DL 9.41

Travel and Transportation — II X 10-1 PC
Objective: Read and interpret road map:
Answer ? of 4 questions utilizing the index and grid.
Instr. Mat.:

Travel and Transportation — II X 10-2 PC
Objective: Read and interpret road map:
Answer ? of 4 questions utilizing a compass rose.
Instr. Mat.: LCCE: DL 9.41

Travel and Transportation — II X 10-3 PC
Objective: Read and interpret road map:
Answer ? of 4 questions utilizing a legend to identify symbols and locate information on a map.
Instr. Mat.: LC 24: LSN 11, PP 11g

Travel and Transportation — II X 10-4 PC
Objective: Read and interpret road map:
Answer ? of 4 questions utilizing a scale to determine distance.
Instr. Mat.: LC 24: LSN 11, PP 11g

Travel and Transportation — II X 10-5 PC
Objective: Read and interpret road map:
Use a road map to locate the location for ? potential job sites.
Instr. Mat.: LC 24: LSN 11, PP 11a

Travel and Transportation — II X 10-6 PC
Objective: Read and interpret road map:
Draw a map from home to school or work.
Instr. Mat.: LC 24: LSN 11, PP 11g

Travel and Transportation — II X 10-7 PC
Objective: Read and interpret road map:
Locate ? given places on a city map, and describe how to get there from school or home.
Instr. Mat.: LC 24: LSN 11, PP 11a

Travel and Transportation — II X 10-8 PC
Objective: Read and interpret road map:
Using a map, calculate the shortest route between towns for ? given problems.
Instr. Mat.: LC 24: LSN 11, PP 11a

Travel and Transportation II X 11
Objective: Identify ? of the items mentioned in the text to check when buying a used car.
Instr. Mat.:

Travel and Transportation II X 12
Objective: Identify ? of the trouble signs mentioned in the text when test driving a used car.
Instr. Mat.:

Travel and Transportation II X 13
Objective: Explain use of landmarks in knowing a neighborhood.
Instr. Mat.:

Travel and Transportation II X 14
Objective: Explain use of six primary directional words.
Instr. Mat.:

Food and Clothing III Y 1 F
Objective: Read ? of 138 food words.
Instr. Mat.:

Food and Clothing III Y 2 FP
Objective: Pronounce ? of 65 food preparation words.
Instr. Mat.:

Food and Clothing III Y 3 FP
Objective: Orally read and explain ? of 20 recipe directions.
Instr. Mat.: LCCE: DL 5.21, 5.22

Food and Clothing III Y 4 FPC
Objective: Read ? of 19 food labels.
Instr. Mat.: LCCE: DL 5.21

Food and Clothing III Y 5 PC
Objective: Convert recipe items:
(1) Double ? of 10 items.
(2) Find half of ? of 10 items.
Instr. Mat.: LCCE: DL 5.21

Food and Clothing — III Y 6 — F
Objective: List appropriate foods for breakfast, lunch and dinner, using recommended servings of the 4 food groups, with ? % accuracy (teacher judgment).
Instr. Mat.: LCCE: DL 5.19

Food and Clothing — III Y 7 — FP
Objective: Compute cost of purchasing different quantities. Multiplies a 2-digit number by ? of 4: (1) one digit with carrying; (2) simple fraction; (3) complex fraction; (4) mixed number.
Instr. Mat.: LCCE: DL 5.20

Food and Clothing — III Y 8 — FPC
Objective: Identify best price per unit of food. ? of 3 listed in: (1) pounds; (2) ounces; (3) ounces or pounds; (4) ounces and pounds (mixed).
Instr. Mat.: LCCE: DL 5.20

Food and Clothing — III Y 9 — F
Objective: Write size appropriate for him/her for ? of 8 articles of clothing.
Instr. Mat.:

Food and Clothing — III Y 10 — F
Objective: Read ? of 20 clothing labels.
Instr. Mat.: LCCE: DL 6.24

Oral Communication and Telephone — IV Z 1 — FP
Objective: Demonstrate mastery of ? of 9 practical speaking skills.
Instr. Mat.: STAR: LSN 5-6; PP 17-21
PATHS: MOD 3, COMP 1

Oral Communication and Telephone — IV Z 2 — FP
Objective: Earn a rating of acceptable or very good for ? of 20 items as measured by the Speaking Skills Rating Scale.
Instr. Mat.:

Oral Communication and Telephone — IV Z 3 — FP
Objective: Demonstrate listening skills by listening to and answering a question, for ? of 12 readings.
Instr. Mat.: PLUS: LSN 19, PP 65-68

Oral Communication and Telephone — IV Z 4 FP
Objective: Demonstrate listening skills by receiving a rating of acceptable or very good on ? of 20 skills as measured by the Listening Skills Rating Scale.
Instr. Mat.:

Oral Communication and Telephone — IV Z 5 FPC
Objective: Demonstrate mastery of ? of 13 telephone skills, when presented with the appropriate situation and material.
Instr. Mat.: SOL: L1, #9, PP 31-36; L1, #10, PP 37-38
LC 24: LSN 13, PP 13a
PATHS: MOD 2, WK 2.7, 2.8; MOD 3, COMP 1

Oral Communication and Telephone — IV Z 6 FPC
Objective: Find and write telephone numbers for ? of 18 items, using 6 types of listings and the local telephone book.
Instr. Mat.: SOL: L1, #9, PP 31-36
PATHS: MOD 2, WK 2.7, 2.8; MOD 3, COMP 1

Oral Communication and Telephone — IV Z 7 PC
Objective: Find and write 2 telephone numbers for buying (a) ? of 4 products and (b) ? of 4 services.
Instr. Mat.: SOL: L1, #9, PP 31-36
PATHS: MOD 2, WK 2.7, 2.8; MOD 3, COMP 1

Oral Communication and Telephone — IV Z 8 PC
Objective: Participate in classroom discussions.
Instr. Mat.:

Oral Communication and Telephone — IV Z 9 PC
Objective: Make ? oral presentations before: (a) teacher or other adult, (b) small group, (c) large group.
Instr. Mat.: LC 24: LSN 19, PP 19a

Oral Communication and Telephone — IV Z 10 PC
Objective: Obtain information for ? given situations over the telephone.
Instr. Mat.: LC 24: LSN 10, PP 10a

Oral Communication and Telephone — IV Z 11
Objective: Demonstrate ability to find ? of 5 government phone numbers.
Instr. Mat.:

Oral Communication and Telephone IV Z 12
Objective: Demonstrate ability to solve ? of 5 problems relating to yellow pages in phone books.
Instr. Mat.:

Written Communication V A 1 PC
Objective: Write ? messages or memos with ?% accuracy.
Instr. Mat.:

Written Communication V A 2 PC
Objective: Write ? friendly letters, with ?% accuracy.
Instr. Mat.:

Written Communication V A 3 PC
Objective: Write ? business letters, with ?% accuracy: Requesting information.
Instr. Mat.:

Written Communication V A 4 PC
Objective: Write ? business letters, with ?% accuracy: Requesting a service.
Instr. Mat.:

Written Communication V A 5 PC
Objective: Write ? business letters, with ?% accuracy: Making a complaint.
Instr. Mat.:

Written Communication V A 6 PC
Objective: Write ? business letters, with ?% accuracy: Responding to an advertisement
Instr. Mat.:

Written Communication V A 7 PC
Objective: Write ? business letters, with ?% accuracy: Expressing thanks, appreciation.
Instr. Mat.:

Time Management VI A 1
Objective: Give ? of 3 reasons for using schedules.
Instr. Mat.:

Time Management
Objective: List ? of 5 situations where schedules are used.
Instr. Mat.:
VI A 2

Time Management
Objective: Read or write ? of 7 dates given.
Instr. Mat.:
VI A 3

Time Management
Objective: Give ? of text abbreviations for days/months.
Instr. Mat.:
VI A 4

Time Management
Objective: Read ? of five written/pictorial time notations.
Instr. Mat.:
VI A 5

Time Management
Objective: Explain ? of 5 items presented in context of a schedule.
Instr. Mat.:
VI A 6

Time Management
Objective: Given a chart form and data, student will enter ? items on the chart.
Instr. Mat.:
VI A 7

Time Management
Objective: Given a media schedule student will be able to select ? of 5 responses when answering who/what/where/when questions.
Instr. Mat.:
VI A 8

Time Management
Objective: Given a sports schedule student will be able to select ? of 5 responses when answering who/what/where/when questions.
Instr. Mat.:
VI A 9

Time Management
Objective: Given a transportation schedule student will be able to select ? of 5 responses when answering who/what/where/when questions.
Instr. Mat.:
VI A 10

Leisure Activities VII A 1-3 FPC
Objective: Demonstrate a desire to play games in ? of following situations:
1.Completing home/work assignments/tasks and wishing to have fun.
2.Asked to be a member of a team.
3.Becoming a member of a team.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII A 4-6 FPC
Objective: Demonstrate a desire to play games in ? of following situations:
4.Has time to spend on self.
5.Exercising.
6.Experiencing new activities or new materials or facilities.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII A 7-9 FPC
Objective: Demonstrate a desire to play games in ? of following situations:
7.Making new friends or socializing with friends or aquaintances.
8.Changing daily routine.
9.Checking or improving his skill level or balance.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII A 10-12 FPC
Objective: Demonstrate a desire to play games in ? of following situations:
10.Lonely and wants companionship.
11.Using or practicing reasoning and strategy abilities.
12.Demonstrating knowledge or skill.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII A 13-15 FPC
Objective: Demonstrate a desire to play games in ? of following situations:
13.Taking chances.
14.Relaxing.
15.Make "I like, and "I don't like" statements.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII B 1-2 FPC
Objective: Participate in sports and physical fitness activities in ? of following situations:
1.Be a team member.
2.Share in group activities.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities — VII B 3-4 — FPC
Objective: Participate in sports and physical fitness activities in ? of following situations:
3.Be competitive.
4.Develop and demonstrate his motor skills.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities — VII B 5-6 — FPC
Objective: Participate in sports and physical fitness activities in ? of following situations:
5.Remain in good physical health.
6.Participate in or join health clubs or spas.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities — VII B 7-8 — FPC
Objective: Participate in sports and physical fitness activities in ? of following situations:
7.Gain or lose weight.
8.Prepare his body for later strenuous activities.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities — VII B 9 — FPC
Objective: Participate in sports and physical fitness activities in ? of following situation:
9.Participate in the social activities associated with sports teams and league memberships.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities — VII B 10 — FPC
Objective: Participate in sports and physical fitness activities in ? of following situation:
10.Engage in physical fitness exercises that have been prescribed.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities — VII C 1-2 — FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
1. Spend leisure time outdoors.
2. Be a scout, explorer, or school troop or organization member.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities — VII C 3-4 — FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
3. Change daily or weekend routine.
4. Taste meals cooked outside over a campfire.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities VII C 5-6 FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
5. Experience the change of seasons.
6. Experience the beauty of natural environments.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities VII C 7-8 FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
7. Be a member of a wilderness or hiking club.
8. Go fishing.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities VII C 9-10 FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
9. Explore the beauty of beaches and shorelines.
10.Go horseback riding.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities VII C 11-12 FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
11.Participate in skating activities (e.g., ice/roller skating).
12.Go bicycling.
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities VII C 13-14 FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
13.Participate in boating activities (e.g., rowing/sailing/motor)
14.Participate in mountain sports (e.g., hike, climb, rappeling).
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities VII C 15-16 FPC
Objective: Camp and participate in outdoor activities in ? of the following circumstances:
15.Participate in water activities (e.g., swim, dive, snorkel).
16.Participate in snow sports (e.g., sled, toboggan, ski).
Instr. Mat.: LCCE: DL 8.35, 8.38

Leisure Activities VII D 1-3 FPC
Objective: Study nature/natural objects in ? of the following situations:
1. View scenery and foliage.
2. View birds and wildlife.
3. Take nature walks.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII D 4-6 FPC
Objective: Study nature/natural objects in ? of the following situations:
4. Collect natural objects (e.g., rocks, leaves, and shells).
5. View clouds and star formations.
6. View ocean waves and water.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII D 7-9 FPC
Objective: Study nature/natural objects in ? of the following situations:
7. Take care of plants in home.
8. Take care of pets.
9. Change daily or weekend routine.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII D 10-12 FPC
Objective: Study nature/natural objects in ? of the following situations:
10. Be alone.
11. Take pictures.
12. Sketch or paint.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII E 1-2 FPC
Objective: Participate in hobbies for ? of the 13 following ways:
1. Be a collector.
2. Spend vacation time in pleasurable activities.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII E 3-4 FPC
Objective: Participate in hobbies for ? of the 13 following ways:
3. Participate when incapacitated from injury or illness.
4. Have attractive objects or materials.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities VII E 5-6 FPC
Objective: Participate in hobbies for ? of the 13 following ways:
5. Earn extra money.
6. Learn about history.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities — VII E 7-8 — FPC
Objective: Participate in hobbies for ? of the 13 following ways:
7. Learn about the arts.
8. Experience and use different media.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities — VII E 9-10 — FPC
Objective: Participate in hobbies for ? of the 13 following ways:
9. Relax.
10. Have prescription from therapeutic personnel or a counselor.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities — VII E 11-12 — FPC
Objective: Participate in hobbies for ? of the 13 following ways:
11. Display work.
12. Present a gift.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities — VII E 13 — FPC
Objective: Participate in hobbies for ? of the 13 following ways:
13. Make a contribution to the fund-raising efforts of a charitable organization.
Instr. Mat.: LCCE: DL 8.34, 8.38

Leisure Activities — VII F 1-2 — FPC
Objective: Participate in craft activities in ? of the 12 following situations:
1. Make gifts.
2. Decorate home or apartment.
Instr. Mat.:

Leisure Activities — VII F 3-4 — FPC
Objective: Participate in craft activities in ? of the 12 following situations:
3. Commemorate holidays or special personal days.
4. Demonstrate artistic abilities through creation of crafts.
Instr. Mat.:

Leisure Activities — VII F 5-6 — FPC
Objective: Participate in craft activities in ? of the 12 following situations:
5. Demonstrate creativity and ingenuity.
6. Participate in a craft club.
Instr. Mat.:

Leisure Activities VII F 7-8 FPC
Objective: Participate in craft activities in ? of the 12 following situations:
7. Experience and use a variety of media.
8. Pursue leisure alone.
Instr. Mat.:

Leisure Activities VII F 9-10 FPC
Objective: Participate in craft activities in ? of the 12 following situations:
9. Construct articles for a flea market or fair.
10. Make contribution to fund-raising efforts of charitable org.
Instr. Mat.:

Leisure Activities VII F 11-12 FPC
Objective: Participate in craft activities in ? of the 12 following situations:
11. Make articles of clothing.
12. Make household accessories and simple furniture.
Instr. Mat.:

Leisure Activities VII G 1-2 FPC
Objective: Participate in art activities in ? of the 11 following situations:
1. Sketch, draw, or paint.
2. Sculpt or do other constructions.
Instr. Mat.:

Leisure Activities VII G 3-4 FPC
Objective: Participate in art activities in ? of the 11 following situations:
3. Describe visually the beauty of people, nature, & objects.
4. Relax.
Instr. Mat.:

Leisure Activities VII G 5-6 FPC
Objective: Participate in art activities in ? of the 11 following situations:
5. Recapture sights or significant events in his life.
6. Visit museums.
Instr. Mat.:

Leisure Activities — VII G 7-8 — FPC

Objective: Participate in art activities in ? of the 11 following situations:

7. Attend plays, operas, and musical productions.

8. Visit special exhibits.

Instr. Mat.:

Leisure Activities — VII G 9-10 — FPC

Objective: Participate in art activities in ? of the 11 following situations:

9. Demonstrate special skills.

10. Be alone.

Instr. Mat.:

Leisure Activities — VII G 11 — FPC

Objective: Participate in art activities in ? of the 11 following situations:

11. Spend his leisure time in pleasurable pursuits.

Instr. Mat.:

Leisure Activities — VII H 1-2 — FPC

Objective: Participation in cultural activities for ? of the 7 following situations:

1. Visit museums, galleries, and special exhibits.

2. Visit special cultural events and ethnic festivals.

Instr. Mat.:

Leisure Activities — VII H 3-4 — FPC

Objective: Participation in cultural activities for ? of the 7 following situations:

3. Entertain guests.

4. Relax.

Instr. Mat.:

Leisure Activities — VII H 5-6 — FPC

Objective: Participation in cultural activities for ? of the 7 following situations:

5. Learn about ethnic heritages.

6. Become more knowledgeable.

Instr. Mat.:

Leisure Activities — VII H 7 — FPC

Objective: Participation in cultural activities for ? of the 7 following situations:

7. Learn about specific groups, artists, and other contemporary individuals.

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 1a-c PC

Objective: Demonstrate competency in ? of the following 12 situations when purchasing food according to a prepared budgtet with ? % accuracy: a. Planning own family's weekly menu; b. Hungry; c. Wishing to select specific food for a special diet.

Instr. Mat.: LCCE: DL 5.19, 5.20

Consumer Education/Consumer of Goods — VIII A 1d-e PC

Objective: Demonstrate competency in ? of the following 12 situations when purchasing food according to a prepared budget with ? % accuracy: d. Food supply in home or apartment is low; e. Food is spoiled and needs to be replaced.

Instr. Mat.: LCCE: DL 5.19, 5.20

Consumer Education/Consumer of Goods — VIII A 1f-g PC

Objective: Demonstrate competency in ? of the following 12 situations when purchasing food according to a prepared budget with ? % accuracy: f. Wishing to give a party and entertain guests; g. Wishing to use food coupons.

Instr. Mat.: LCCE: DL 5.19, 5.20

Consumer Education/Consumer of Goods — VIII A 1h-i PC

Objective: Demonstrate competency in ? of the following 12 situations when purchasing food according to a prepared budget with ? % accuracy: h. Wishing to take advantage of special sales; i. Preparing for a camping trip.

Instr. Mat.: LCCE: DL 5.19, 5.20

Consumer Education/Consumer of Goods — VIII A 1j-k PC

Objective: Demonstrate competency in ? of the following 12 situations when purchasing food according to a prepared budget with ? % accuracy: j. Planning an outdoor picnic or barbecue; k. Expecting a visit from relatives or close friends.

Instr. Mat.: LCCE: DL 5.19, 5.20

Consumer Education/Consumer of Goods — VIII A 1l PC

Objective: Demonstrate competency in ? of the following 12 situations when purchasing food according to a prepared budget with ? % accuracy: l. Buying for future needs as a hedge against inflation.

Instr. Mat.: LCCE: DL 5.19, 5.20

Consumer Education/Consumer of Goods VIII A 2a-c PC
Objective: Demonstrate competency in ? of the 12 following situations when purchasing clothing, with ? % accuracy: a. Changing styles; b. Existing clothing is worn or ripped; c. Clothing made of special material because of allergy is required.
Instr. Mat.: LCCE: DL 6.27

Consumer Education/Consumer of Goods VIII A 2d-e PC
Objective: Demonstrate competency in ? of the 12 following situations when purchasing clothing, with ? % accuracy: d. Taking advantage of sale items; e. Attending a special affair or opening.
Instr. Mat.: LCCE: DL 6.27

Consumer Education/Consumer of Goods VIII A 2f-g PC
Objective: Demonstrate competency in ? of the 12 following situations when purchasing clothing, with ? % accuracy: F. Existing clothing has been outgrown because of normal growth. g. Existing clothing is too large because of dieting/illness.
Instr. Mat.: LCCE: DL 6.27

Consumer Education/Consumer of Goods VIII A 2h-i PC
Objective: Demonstrate competency in ? of the 12 following situations when purchasing clothing, with ? % accuracy: h. Existing clothing is too small and cannot be altered. i. Taking advantage of factory outlet prices.
Instr. Mat.: LCCE: DL 6.27

Consumer Education/Consumer of Goods VIII A 2j PC
Objective: Demonstrate competency in ? of the 12 following situations when purchasing clothing, with ? % accuracy: j. Replacing clothing that has been given to agencies (e.g., Goodwill, Salvation Army, and Red Cross).
Instr. Mat.: LCCE: DL 6.27

Consumer Education/Consumer of Goods VIII A 2k-l PC
Objective: Demonstrate competency in ? of the 12 following situations when purchasing clothing, with ? % accuracy: k. buying clothing for a trip or vacation. l. Special clothing for work and/or training programs is required.
Instr. Mat.: LCCE: DL 6.27

Consumer Education/Consumer of Goods — VIII A 2m PC
Objective: Demonstrate competency in ? of the 12 following situations when purchasing clothing, with ? % accuracy:
m.Buying special clothing for leisure activities.
Instr. Mat.: LCCE: DL 6.27

Consumer Education/Consumer of Goods — VIII A 3a-b PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy:
a. Medication is prescribed; b. Having allergies.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods — VIII A 3c PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? accuracy:
c. Wishing to purchase over-the-counter products based on recommendations of medical, parents, or close friends.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods — VIII A 3d-e PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy:
d. Planning a trip; e. The expiration dates of existing medicines and medications have been reached.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods — VIII A 3f-g PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy:
f. Identifying stores that can fill prescriptions; g. Compare prices charged by different stores for prescriptions.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods — VIII A 3h PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy:
h. Reading directions and instructions found on medicines and medications.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods — VIII A 3i-j PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy:
i. Estimating when reorders or refills are needed.
j. Identifying expiration dates on labels.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods VIII A 3k PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy: k. Identifying medicines/medications spoiled because of excessive heat, wetness, humidity, or coldness.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods VIII A 3l PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy: l. Identifying antidote information listed on labels.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods VIII A 3m PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy: m. Identifying generic brands which could be substituted at a lower cost.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods VIII A 3n PC
Objective: Demonstrate competency in ? of the 14 following situations when purchasing medicines and medications, with ? % accuracy: n. Determining whether to pay for medicines and medications by check, credit card, cash or medical insurance.
Instr. Mat.: LCCE: DL 3.13

Consumer Education/Consumer of Goods VIII A 4a-b PC
Objective: Demonstrate competency in ? of the 11 following situations when purchasing vitamins and minerals with ? % accuracy: a. Supplementing daily diet; b. Recommended by nutritionists, medical personnel, family, and close friends.
Instr. Mat.:

Consumer Education/Consumer of Goods VIII A 4c PC
Objective: Demonstrate competency in ? of the 11 following situtations when purchasing vitamins and minerals with ? % accuracy: c. The expiration date of previously purchased vitamins and minerals has been reached.
Instr. Mat.:

Consumer Education/Consumer of Goods VIII A 4d-e PC
Objective: Demonstrate competency in ? of the 11 following situations when purchasing vitamins and minerals with ? % accuracy: d. Wishing to take advantage of sale items; e. Identifying store, generic, or brand name vitamins and minerals.
Instr. Mat.:

Basic Living

Consumer Education/Consumer of Goods — VIII A 4f PC

Objective: Demonstrate competency in ? of the 11 following situations when purchasing vitamins and minerals with ? % accuracy:
f. Comparing prices charged by different stores for vitamins and minerals.

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 4g-h PC

Objective: Demonstrate competency in ? of the 11 following situations when purchasing vitamins and minerals with ? % accuracy:
g. Identifying vitamins and mninerals that are on sale.
h. Identifying expiration dates on bottles.

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 4i-j PC

Objective: Demonstrate competency in ? of the 11 following situations when purchasing vitamins and minerals with ? % accuracy:
i.Considering generic brands that can be purchased at a lower cost; j. Estimate amount of vitamins/minerals needed.

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 4k PC

Objective: Demonstrate competency in ? of the 11 following situations when purchasing vitamins and minerals with ? % accuracy:
k. Reviewing vitamin and mineral information found in wholesale catalogs and wholesale stores.

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 5a-b PC

Objective: Demonstrate competency in ? of the 7 following situations when purchasing materials for grooming/personal hygiene with ? % accuracy: a. Wishing to improve physical appearance; b. Prepare for appointments or special meetings.

Instr. Mat.: LCCE: DL 3.11

Consumer Education/Consumer of Goods — VIII A 5c-d PC

Objective: Demonstrate competency in ? of the 7 following situations when purchasing materials for grooming/personal hygiene with ? % accuracy: c. S/he has developed blemishes, body infections, or rashes; d. Body odor is offensive.

Instr. Mat.: LCCE: DL 3.11

Consumer Education/Consumer of Goods — VIII A 5e-f PC
Objective: Demonstrate competency in ? of the 7 following situations when purchasing materials for grooming/personal hygiene with ? % accuracy: e. Planning a trip; f. Following a daily self-care routine.
Instr. Mat.: LCCE: DL 3.11

Consumer Education/Consumer of Goods — VIII A 5g PC
Objective: Demonstrate competency in ? of the 7 following situations when purchasing materials for grooming/personal hygiene with ? % accuracy: g. Told that personal appearance and hygiene need to be improved.
Instr. Mat.: LCCE: DL 3.11

Consumer Education/Consumer of Goods — VIII A 6a PC
Objective: Demonstrate competency in ? of the 3 following situations when purchasing prosthetic devices with ? % accuracy: a. S/he is or has become physically disabled and has had prescription by medical personnel.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 6b PC
Objective: Demonstrate competency in ? of the 3 following situations when purchasing prosthetic devices with ? % accuracy: b. Wishing to use devices which make daily routines and/or work easier.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 6c PC
Objective: Demonstrate competency in ? of the 3 following situations when purchasing prosthetic devices with ? % accuracy: c. Existing prosthetic devices are no longer working correctly and cannot be repaired.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 7a-b PC
Objective: Demonstrate competency in ? of the 9 following situations when purchasing household cleaning and maintenance products with ? % accuracy: a. Cleaning house; b. Replenishing cleaning supplies.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 7c PC
Objective: Demonstrate competency in ? of the 9 following situations when purchasing household cleaning and maintenance products with ? % accuracy: c.Existing supplies and equipment are inoperative (e.g., defective pushbutton cans and fuses).
Instr. Mat.: LCCE: DL 2.7, 2.9

Consumer Education/Consumer of Goods — VIII A 7d PC
Objective: Demonstrate competency in ? of the 9 following situations when purchasing household cleaning and maintenance products with ? % accuracy: d. Preparing for seasonal housecleaning.
Instr. Mat.: LCCE: DL 2.7, 2.9

Consumer Education/Consumer of Goods — VIII A 7e PC
Objective: Demonstrate competency in ? of the 9 following situations when purchasing household cleaning and maintenance products with ? % accuracy: e. Purchasing functional or practical gifts (e.g., housewarming, wedding showers, & parties).
Instr. Mat.: LCCE: DL 2.7, 2.9

Consumer Education/Consumer of Goods — VIII A 7f-g PC
Objective: Demonstrate competency in ? of the 9 following situations when purchasing household cleaning and maintenance products with ? % accuracy: f. An infestation of insects and/ or vermin exists; g. Purchasing sale items.
Instr. Mat.: LCCE: DL 2.7, 2.9

Consumer Education/Consumer of Goods — VIII A 7h PC
Objective: Demonstrate competency in ? of the 9 following situations when purchasing household cleaning and maintenance products with ? % accuracy: h. Buying for future needs as a hedge against inflation.
Instr. Mat.: LCCE: DL 2.7, 2.9

Consumer Education/Consumer of Goods — VIII A 7i PC
Objective: Demonstrate competency in ? of the 9 following situations when purchasing household cleaning and maintenance products with ? % accuracy: i. Allergic to the ingredients of standard household cleaning and maintenance products.
Instr. Mat.: LCCE: DL 2.7, 2.9

Consumer Education/Consumer of Goods — VIII A 8a-b PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing furniture/appliances with ? % accuracy: a. Replacing worn or obsolete items; b. Changing furniture or appliance styles.
Instr. Mat.: LCCE: DL 2.8

Consumer Education/Consumer of Goods — VIII A 8c PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing furniture/appliances with ? % accuracy: c. Moving and wishing to redecorate or complete the furnishings of a new room or rooms.
Instr. Mat.: LCCE: DL 2.8

Consumer Education/Consumer of Goods — VIII A 8d-e PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing furniture/appliances with ? % accuracy: d. Purchasing special gifts for relatives/friends; e. Taking advantage of sale items.
Instr. Mat.: LCCE: DL 2.8

Consumer Education/Consumer of Goods — VIII A 8f PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing furniture/appliances with ? % accuracy: f. Existing furniture and/or appliances have been stolen.
Instr. Mat.: LCCE: DL 2.8

Consumer Education/Consumer of Goods — VIII A 8g PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing furniture/appliances with ? % accuracy: g. Existing furniture and/or appliances have been damaged by smoke or fire.
Instr. Mat.: LCCE: DL 2.8

Consumer Education/Consumer of Goods — VIII A 8h PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing furniture/appliances with ? % accuracy: h. Purchasing an appliance that is more efficient (e.g. food processor or automatic coffee maker).
Instr. Mat.: LCCE: DL 2.8

Consumer Education/Consumer of Goods — VIII A 9a-b PC

Objective: Demonstrate competency in ? of the following 7 situations when purchasing cooking/eating utensils with ? % accuracy: a. Preparing and serving meals; b. Preparing food for a party or other special occasion.

Instr. Mat.: LCCE: DL 5.21

Consumer Education/Consumer of Goods — VIII A 9c PC

Objective: Demonstrate competency in ? of the following 7 situations when purchasing cooking/eating utensils with ? % accuracy: c. Setting a dinner table with utensils of a specific style or preference.

Instr. Mat.: LCCE: DL 5.21

Consumer Education/Consumer of Goods — VIII A 9d-e PC

Objective: Demonstrate competency in ? of the following 7 situations when purchasing cooking/eating utensils with ? % accuracy: d. Existing cooking and eating utensils need replacing; e. Purchasing a gift for a special occasion.

Instr. Mat.: LCCE: DL 5.21

Consumer Education/Consumer of Goods — VIII A 10a-b PC

Objective: Demonstrate competency when purchasing room accessories in ? of 7 rooms with ? % accuracy: a. Living room (e.g., drapes, lamps, rugs/pictures); b. Bedroom (e.g., bedspreads, linens, pillows, shades, and blinds).

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 10c-d PC

Objective: Demonstrate competency when purchasing room accessories in ? of 7 rooms with ? % accuracy: c. Kitchen (e.g., clocks, cutting boards, and plant pots); d. Dining room (e.g., curtains, serving trays, tablecloths, and napkins.).

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 10e PC

Objective: Demonstrate competency when purchasing room accessories in ? of 7 rooms with ? % accuracy: e. Bathroom (e.g., hampers, wastebaskets, shower curtains, towels, bathmats).

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 10f — PC
Objective: Demonstrate competency when purchasing room accessories in ? of 7 rooms with ? % accuracy:
f. Playroom, family room, or basement (e.g., throw pillows, couch and chair covers, magazine racks, and floor coverings).
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 10g — PC
Objective: Demonstrate competency when purchasing room accessories in ? of 7 rooms with ? % accuracy:
g. Garage (e.g., trash cans, light fixtures, portable shelves, and tool racks).
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 11a-b — PC
Objective: Demonstrate competency in ? of the following 9 situations when purchasing outdoor/recreational equipment with ? % accuracy: a. Having a barbecue, picnic, or outdoor party; b. Participating in outdoor leisure activities.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 11c-d — PC
Objective: Demonstrate competency in ? of the following 9 situations when purchasing outdoor/recreational equipment with ? % accuracy: c. Maintaining his home and yard; d. Identifying stores that sell recreational and outdoor furniture.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 11e — PC
Objective: Demonstrate competency in ? of the following 9 situations when purchasing outdoor/recreational equipment with ? % accuracy: e. Determining type of recreational and outdoor equipment to purchase according to budgetary constraints.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 11f — PC
Objective: Demonstrate competency in ? of the following 9 situations when purchasing outdoor/recreational equipment with ? % accuracy: f. Comparing prices of equipment sold in wholesale and retail outlets.
Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 11g — PC

Objective: Demonstrate competency in ? of the following 9 situations when purchasing outdoor/recreational equipment with ? % accuracy: g. Estimating total cost of equipment, including tax and delivery charges.

Instr. Mat.:

Consumer Education/Consumer of Goods — VIII A 12a-b — PC

Objective: Demonstrate competency in ? of the following 13 situations when purchasing home maintenance equipment, with ? % accuracy: a. Home is in need of repair; b. Needing equipment to improve the appearance of home.

Instr. Mat.: LCCE: DL 2.9

Consumer Education/Consumer of Goods — VIII A 12c-d — PC

Objective: Demonstrate competency in ? of the following 13 situations when purchasing home maintenance equipment, with ? % accuracy: c.Helping friends/neighbors maintain their home; d.Identify stores that sell home maintenance equipment.

Instr. Mat.: LCCE: DL 2.9

Consumer Education/Consumer of Goods — VIII A 12e — PC

Objective: Demonstrate competency in ? of the following 13 situations when purchasing home maintenance equipment, with ? % accuracy: e. Identifying specific brand and styles of equipment to purchase.

Instr. Mat.: LCCE: DL 2.9

Consumer Education/Consumer of Goods — VIII A 12f — PC

Objective: Demonstrate competency in ? of the following 13 situations when purchasing home maintenance equipment, with ? % accuracy: f. Identifying consumer standards for products (e.g., "UL Approved").

Instr. Mat.: LCCE: DL 2.9

Consumer Education/Consumer of Goods — VIII A 12g-h — PC

Objective: Demonstrate competency in ? of the following 13 situations when purchasing home maintenance equipment, with ? % accuracy: g. Comprehending information contained in warranties; h. Comprehending return policies/procedures.

Instr. Mat.: LCCE: DL 2.9

Consumer Education/Consumer of Goods — VIII A 12i — PC
Objective: Demonstrate competency in ? of the following 12 situations when purchasing home maintenance equipment, with ? % accuracy: i. Estimating total cost of equipment, including tax and delivery charges.
Instr. Mat.: LCCB: DL 2.9

Consumer Education/Consumer of Goods — VIII A 12j — PC
Objective: Demonstrate competency in ? of the following 12 situations when purchasing home maintenance equipment, with ? % accuracy: j. Comprehending directions for appropriate use of home maintenance equipment.
Instr. Mat.: LCCB: DL 2.9

Consumer Education/Consumer of Goods — VIII A 12k — PC
Objective: Demonstrate competency in ? of the following 12 situations when purchasing home maintenance equipment, with ? % accuracy: k. Determining whether to rent or purchase.
Instr. Mat.: LCCB: DL 2.9

Consumer Education/Consumer of Services — VIII B 1a-b — PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing medical and health services, with ? % accuracy: a. Seeking routine medical and dental attention; b. Having a routine physical examination.
Instr. Mat.: LCCB: DL 4.13

Consumer Education/Consumer of Services — VIII B 1c-d — PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing medical and health services, with ? % accuracy: c. Seeking emergency medical and dental attention; d. seeking medically related therapy (physical/occupational).
Instr. Mat.: LCCB: DL 4.13

Consumer Education/Consumer of Services — VIII B 1e-f — PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing medical and health services, with ? % accuracy: e. Training program requires a physical examination; f. Enrolling in a disease prevention program.
Instr. Mat.: LCCB: DL 4.13

Consumer Education/Consumer of Services — VIII B 1g-h — PC
Objective: Demonstrate competency in ? of the following 8 situations when purchasing medical and health services, with ? % accuracy: g. Foreign travel requires immunizations; h. Seeking family planning information.
Instr. Mat.: LCCB: DL 4.13

Basic Living

Consumer Education/Consumer of Services — VIII B 2a-c PC
Objective: Demonstrate competency in ? of the following 7 situations when purchasing non-health-related services, with ? % accuracy: a. An attorney; b. A counselor or psychologist; c. A tax or financial consultant.
Instr. Mat.: LCCE: DL 4.16

Consumer Education/Consumer of Services — VIII B 2d-g PC
Objective: Demonstrate competency in ? of the following 7 situations when purchasing non-health-related services, with ? % accuracy: d. A banker; e. An educator; f. A social worker; g. A consumer advocate.
Instr. Mat.: LCCE: DL 4.16

Consumer Education/Consumer of Services — VIII B 3a-b PC
Objective: Demonstrate competency in ? of the following 10 situations when purchasing repair services, with ? % accuracy:
a. Major appliances are not functioning properly;
b. Clothing needs altering, mending, or repair.
Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 3c-d PC
Objective: Demonstrate competency in ? of the following 10 situations when purchasing repair services, with ? % accuracy:
c.Prosthetic devices are not functioning properly. d.Recreational equipment (bicycle, fishing reel, camp equip) not functioning.
Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 3e PC
Objective: Demonstrate competency in ? of the following 10 situations when purchasing repair services, with ? % accuracy:
e. Personal and grooming accessories are not functioning properly (e.g., watches, shavers, and hairdryers).
Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 3f PC
Objective: Demonstrate competency in ? of the following 10 situations when purchasing repair services, with ? % accuracy:
f. Home heating, cooling, plumbing, and electrical systems need repair or adjustment.
Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 3g PC

Objective: Demonstrate competency in ? of the following 10 situations when purchasing repair services, with ? % accuracy:
g. Maintenance on a home and its grounds is required (e.g., roof repair, reseeding of a lawn, and repair of gutters).

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 3h-i PC

Objective: Demonstrate competency in ? of the following 10 situations when purchasing repair services, with ? % accuracy:
h. Automobile is not working properly. i. Inside of home has been damaged by flooding, fire, or vandalism.

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 3j PC

Objective: Demonstrate competency in ? of the following 10 situations when purchasing repair services, with ? % accuracy:
j. Small appliances need repair (e.g., a toaster, blender, and electric broom).

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 4a-b PC

Objective: Demonstrate competency in ? of the following 5 situations when purchasing repair services, with ? % accuracy:
a. Mail letters, parcels, and packages; b. Hire maintenance personnel.

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 4c PC

Objective: Demonstrate competency in ? of the following 5 situations when purchasing repair services, with ? % accuracy:
c. Hire domestic help or other cleaning services (e.g., rug shampooing, exterior window cleaning, and chimney sweeping).

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 4d-e PC

Objective: Demonstrate competency in ? of the following 5 situations when purchasing repair services, with ? % accuracy:
d. Protect home and belongings (e.g., using security services).
e. Have new water pipes, heaters, or cooling systems installed.

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 5a-b PC

Objective: Demonstrate competency in ? of the following 7 reasons when purchasing grooming and physical fitness services, with ? % accuracy: a. Improve personal appearance; B. Change personal appearance (e.g., a new hair style or a manicure).

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 5c-d PC

Objective: Demonstrate competency in ? of the following 7 reasons when purchasing grooming and physical fitness services, with ? % accuracy: c. Prepare for a special affair or event; d. Tone up and strengthen body.

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 5e-f PC

Objective: Demonstrate competency in ? of the following 7 reasons when purchasing grooming and physical fitness services, with ? % accuracy: e. Lose or gain weight; f. Participate voluntarily in a consistent health and fitness program.

Instr. Mat.:

Consumer Education/Consumer of Services — VIII B 5g PC

Objective: Demonstrate competency in ? of the following 7 reasons when purchasing grooming and physical fitness services, with ? % accuracy: g. Follow prescribed exercise on a regular basis.

Instr. Mat.:

Consumer Education/Financial Consumerism — VIII C 1a-b PC

Objective: Demonstrate competency in ? of the following 6 situations when developing a weekly and monthly budget, with ? % accuracy: a. Live within means; b. Have a guide to use in making purchasing decisions when on a fixed income.

Instr. Mat.: LCCE: DL 1.4

Consumer Education/Financial Consumerism — VIII C 1c-d PC

Objective: Demonstrate competency in ? of the following 6 situations when developing a weekly and monthly budget, with ? % accuracy: c. Curtail expenses; d. Discipline spending.

Instr. Mat.: LCCE: DL 1.4

Consumer Education/Financial Consumerism — VIII C 1e-f PC
Objective: Demonstrate competency in ? of the following 6 situations when developing a weekly and monthly budget, with ? % accuracy: e. Have a record of the money spent; f. Set money aside for savings or emergency expenses.
Instr. Mat.: LCCE: DL 1.4

Consumer Education/Financial Consumerism — VIII C 2a-b PC
Objective: Demonstrate competency in ? of the following 5 situations when engaging in financial transactions with banks with ? % accuracy: a. Deposit or withdraw money in a savings account; b. Deposit or withdraw money in a checking account.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 2c-d PC
Objective: Demonstrate competency in ? of the following 5 situations when engaging in financial transactions with banks with ?.% accuracy: c. Exchange checks for currency; d. Exchange coins for currency.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 2e PC
Objective: Demonstrate competency in ? of the following 5 situations when engaging in financial transactions with banks with ? % accuracy: e. Purchase travelers checks for a vacation or business trip.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 3a-b PC
Objective: Demonstrate competency in ? of the following ? strategies when planning and engaging in an investment program with ? % accuracy: a. Invest money to receive interest; b. Have money available at a specific time or for a specific event.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 3c PC
Objective: Demonstrate competency in ? of the following ? strategies when planning and engaging in an investment program with ? % accuracy: c. Develop financial program that provides security for later time (retirement/college).
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 3d-e PC
Objective: Demonstrate competency in ? of the following ?
strategies when planning and engaging in an investment program
with ? % accuracy: d. Increase monthly or yearly income;
e. Have a hedge against inflation.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 3f-g PC
Objective: Demonstrate competency in ? of the following ?
strategies when planning and engaging in an investment program
with ? % accuracy: f. Increase net worth; g. Enjoy a higher
standard of living and be able to afford more luxuries.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 4a PC
Objective: Demonstrate competency in the following
situation when borrowing money, with ? % accuracy:
a. Present income is not sufficient to meet basic needs.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 5a PC
Objective: Demonstrate competency in ? of the following 4
situations when planning and engaging in an investment program
with ? % accuracy: a. Making a major purchase such as a car
or house and personal funds are not sufficient.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 5b-c PC
Objective: Demonstrate competency in ? of the following 4
situations when planning and engaging in an investment program
with ? % accuracy: b. In emergency situations; c. It is more
advantageous to borrow than withdraw money from investment.
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 5d PC
Objective: Demonstrate competency in ? of the following 4
situations when planning and engaging in an investment program
with ? % accuracy: d. Funds are needed for special expenses
(health care or preventive treatments & college tuition).
Instr. Mat.: LCCE: DL 1.3

Consumer Education/Financial Consumerism — VIII C 6a PC
Objective: Demonstrate competency in ? of the 4 following strategies when
purchasing insurance, with ?% accuracy:
a. Offer financial protection for family or other loved ones.
Instr. Mat.:

Consumer Education/Financial Consumerism VIII C 6b PC
Objective: Demonstrate competency in ? of the 4 following strategies when purchasing insurance, with ?% accuracy:
b. Guard against the medical and hospital costs of catastrophic illness or disablement.
Instr. Mat.:

Consumer Education/Financial Consumerism VIII C 6c PC
Objective: Demonstrate competency in ? of the 4 following strategies when purchasing insurance, with ? % accuracy:
c. Protect self from financial stress of damage to home/personal possessions from fire, flood, theft, or natural disaster.
Instr. Mat.:

Consumer Education/Financial Consumerism VIII C 6d PC
Objective: Demonstrate competency in ? of the 4 following strategies when purchasing insurance, with ? % accuracy:
d. Meet legal requirements for car and homeowner's insurance.
Instr. Mat.:

Consumer Education/Financial Consumerism VIII C 7a-c PC
Objective: Demonstrate competency in ? of the following 7 situations when renting room(s), apartment, or a home, with ? % accuracy: a. Needing shelter; b. Living in a specific geographic area; c. Traveling (e.g., hotel, motel, cabin, etc).
Instr. Mat.:

Consumer Education/Financial Consumerism VIII C 7d-e PC
Objective: Demonstrate competency in ? of the following 7 situations when renting room(s), apartment, or a home, with ? % accuracy: d. Desiring to purchase own residence; e. Cannot afford to purchase own home.
Instr. Mat.:

Consumer Education/Financial Consumerism VIII C 7f PC
Objective: Demonstrate competency in ? of the following 7 situations when renting room(s), apartment, or a home, with ? % accuracy: f.Circumstances (fire, flood, and natural disaster) make it necessary to seek alternative living arrangements.
Instr. Mat.:

Consumer Education/Financial Consumerism VIII C 7g PC
Objective: Demonstrate competency in ? of the following 7 situations when renting room(s), apartment, or a home, with ? % accuracy: g. Finding new living quarters.
Instr. Mat.:

Consumer Education/Financial Consumerism — VIII C 8a-b PC
Objective: Demonstrate competency in ? of the following 4 situations when purchasing a home, with ? % accuracy: a. Needing shelter; b. Living in a specific geographic area.
Instr. Mat.:

Consumer Education/Financial Consumerism — VIII C 8c-d PC
Objective: Demonstrate competency in ? of the following 4 situations when purchasing a home, with ? % accuracy: c. Purchasing own residence; d. Finding new living quarters.
Instr. Mat.:

Consumer Education/Financial Consumerism — VIII C 9a-b PC
Objective: Demonstrate competency in ? of the following 3 situations when paying taxes, with ? % accuracy:
a. Local, state, and federal taxes are due.
b. Purchasing goods and services that are taxable.
Instr. Mat.:

Consumer Education/Financial Consumerism — VIII C 9c PC
Objective: Demonstrate competency in ? of the following 3 situations when paying taxes, with ? % accuracy: c. Specifically required as a result of extenuating circumstances (back taxes, error on income tax form, delayed tax).
Instr. Mat.:

Consumer Education/Financial Consumerism — VIII C 10 PC
Objective: Demonstrate competency in writing want ads by writing information for ? of 3 want ads.
Instr. Mat.:

Consumer Education/Financial Consumerism — VIII C 11 PC
Objective: Demonstrate competency in ? of the following situations when purchasing a car: a. interpret ? of 5 advertisements for automobiles; b. visit and report on two similar cars in two different sales locations.
Instr. Mat.:

Consumer Education/Record Keeping — VIII D 1 PC
Objective: Develop/maintain a time-management chart, linking times to specific activities.
Instr. Mat.:

Basic Living

Consumer Education/Record Keeping VIII D 2 PC
Objective: Complete a home or classroom inventory form with ?% accuracy.
Instr. Mat.:

Consumer Education/Record Keeping VIII D 3 PC
Objective: Make out sales slips and/or verify invoices with ?% accuracy.
Instr. Mat.:

Social/ Emotional

Social Emotional

Work Habits/Task Completion I A 1 FP
Objective: Choose a task s/he is capable of performing.
Instr. Mat.: BSE: 5-3, PP 311

Work Habits/Task Completion I A 2 FP
Objective: Carry out ? teacher directions within ? minutes.
Instr. Mat.:

Work Habits/Task Completion I A 3 FP
Objective: Attend to task ? minutes.
Instr. Mat.:

Work Habits/Task Completion I A 4 FP
Objective: Complete task independently.
Instr. Mat.:

Work Habits/Task Completion I A 5 FP
Objective: Submit neat work.
Instr. Mat.:

Work Habits/Task Completion I A 6 FP
Objective: Keep task and work area clean during work periods.
Instr. Mat.:

Work Habits/Task Completion I A 7 FP
Objective: Organize work materials.
Instr. Mat.:

Work Habits/Task Completion I A 8 FP
Objective: Show improvement in correcting work.
Instr. Mat.:

Work Habits/Task Completion I A 9 FP
Objective: Consistently locate and use necessary materials found in classroom and return them to proper place.
Instr. Mat.:

Work Habits/Task Completion I A 10 FP
Objective: Come prepared with proper materials.
Instr. Mat.: LNM: G-25

Work Habits/Task Completion — I A 11 FP
Objective: Exhibit the following during the structured class discussion, lecture, or instruction: a. eye contact; b. head nodding; c. hand raising; d. note taking; e. verbal participation; f. absence of disruptive behavior (i.e., brushing hair, talking to others).
Instr. Mat.: LC 24: LSSN 19, pp 19a

Work Habits/Independent Work — I B 1 FP
Objective: Attempt to solve problem prior to asking for assistance.
Instr. Mat.:

Work Habits/Independent Work — I B 2 FP
Objective: Apply mastered skill or knowledge to similar situation.
Instr. Mat.:

Work Habits/Independent Work — I B 3 FP
Objective: Help others with a skill s/he previously learned.
Instr. Mat.:

Work Habits/Independent Work — I B 4 FP
Objective: Report using previously learned skill in other situations.
Instr. Mat.:

Work Habits/Independent Work — I B 5 FP
Objective: Ask for assistance when task becomes too difficult.
Instr. Mat.: STAR: LSN 6, 7, 8, 9, PP 20-35

Work Habits/Independent Work — I B 6 FP
Objective: Exhibit appropriate participation during free time, play times, lunch, or independent study.
Instr. Mat.:

Work Habits/Independent Work — I B 7 FP
Objective: Choose task and complete it with some assistance.
Instr. Mat.:

Work Habits/Independent Work — I B 8 FP
Objective: Choose task and complete it independently.
Instr. Mat.: LNM: G-26

Social Emotional

Work Habits/Independent Work — I B 9 — FP
Objective: Perform tasks without receiving feedback or rewards for ? minutes.
Instr. Mat.:

Work Habits/Independent Work — I B 10 — FP
Objective: Remain on task when requested to join a well liked activity by peers.
Instr. Mat.:

Work Habits/Independent Work — I B 11 — F
Objective: Complete and turn in ? homework assignment(s) on time.
Instr. Mat.:

Work Habits/Following Directions — I C 1 — FP
Objective: Follow ? (1-4) step directions without being reminded.
Instr. Mat.: SOL: L1, #7, PP 26-27
LNM: F-4

Work Habits/Following Directions — I C 2 — F
Objective: Follow a non-verbal direction (e.g., pointing, motioning to come).
Instr. Mat.: SOL: L1, #7, PP 26-27
LNM: B-66
PLUS: LSN 18, PP 62-64

Work Habits/Following Directions — I C 3 — F
Objective: Demonstrate a positive attitude by attempting to follow directions.
Instr. Mat.: SOL: L1, #7, PP 26-27

Work Habits/Following Directions — I C 4 — F
Objective: Maintain eye contact with the teacher while sh/e gives direction.
Instr. Mat.: SOL: L1, #7, PP 26-27

Work Habits/Following Directions — I C 5
Objective: Explain why it is important to follow directions of persons in authority.
Instr. Mat.: LC 23: LSN 12, PP 12a
SUCWK: PP 55

Work Habits/Accepting/Rejecting Criticism — I D 1 — 89
Objective: Exhibit a positive attitude by attempting to correct behavior or error after being criticized.
Instr. Mat.: PLUS: P.E.-GSH 15, PP 125-127

Work Habits/Accepting/Rejecting Criticism — I D 2 — 89
Objective: Ignore unwarranted criticisms (e.g., teasing, name calling, exaggerating).
Instr. Mat.: PLUS: GSH 24-25, PP 82-83
OTAS: BSE e, PP 52-71

Work Habits/Accepting/Rejecting Criticism — I D 3 — 89C
Objective: Accepts/rejects criticisms without showing feelings of dislike for the other person.
Instr. Mat.: PLUS: GSH 26, PP 91-93
OTAS: BSE e, PP 52-71
DAP: PP 37

Work Habits/Accepting/Rejecting Criticism — I D 4 — 89C
Objective: Corrects an error and completes task within the given time limit.
Instr. Mat.:

Work Habits/Accepting/Rejecting Criticism — I D 5 — 89C
Objective: Ask for help, try again, or put the task down until another time without showing signs of frustration.
Instr. Mat.:

Work Habits/Evaluating Work Habits — I D 1 — 89
Objective: State the task was too difficult/easy.
Instr. Mat.:

Work Habits/Evaluating Work Habits — I D 2 — 89
Objective: Choose appropriate task.
Instr. Mat.:

Work Habits/Evaluating Work Habits — I D 3 — 89
Objective: Complete task without inappropriately stating that the task was too difficult/easy.
Instr. Mat.:

Social Emotional

Work Habits/Evaluating Work Habits
Objectives: Give a positive statement in response to compliments.
Instr. Mat.:

Relationships/Self-Concept
Objectives: Compare age, weight, height with other students' age, weight and height using appropriate comparison words.
Instr. Mat.:

Relationships/Self-Concept
Objectives: Verbally state needs/wants, likes/dislikes.
Instr. Mat.: SC 3a; LSS 1d, PP 13a

Relationships/Self-Concept
Objectives: Verbally identify personal strengths.
Instr. Mat.: BSW 55; PP 1

Relationships/Self-Concept
Objectives: Make at least one positive statement per week about self.
Instr. Mat.:

Relationships/Self-Concept
Objectives: State 2 physical characteristics about self and note how they differ from others.
Instr. Mat.:

Relationships/Resolving Conflicts
Objectives: Identify acceptable and unacceptable language.
Instr. Mat.: BSW: 1d, 61i, PP 17-20

Relationships/Resolving Conflicts
Objectives: Identify acceptable and unacceptable behavior.
Instr. Mat.: FLSS: LSS 2d, PP 33-122

Relationships/Resolving Conflicts
Objectives: List 7 ways to attain student's behavior criteria orders.
Instr. Mat.:

Relationships/Resolving Conflicts
Objectives: Choose activities, games, or materials which do not involve teasing/bullying.
Instr. Mat.:

Social Emotional

Relationships/Resolving Conflicts — II B 5 — PPC
Objective: Name 7 appropriate persons s/he could talk to in a conflict situation (i.e., teacher, policeman, social worker).
Instr., Opt.,O

Relationships/Resolving Conflicts — II B 6 — P
Objective: Apologize to person.
Instr., Opt.,O

Relationships/Resolving Conflicts — II B 7 — PP
Objective: Acknowledge s/he behaved inappropriately.
Instr., Opt.,O

Relationships/Resolving Conflicts — II B 8 — P
Objective: Participate and accept the outcome of competition with good humor and appropriate behavior.
Instr., Opt.,O

Relationships/Resolving Conflicts — II B 9 — PP
Objective: Play with the entirety until finished.
Instr., Opt.,O [illegible B-7]

Relationships/Resolving Conflicts — II B 10 — P
Objective: Participate in competitive activities.
Instr., Opt.,O

Relationships/Resolving Conflicts — II B 11 — P
Objective: Delay gratification as evidenced by not engrossing, throwing tantrums, etc.
Instr., Opt.,O PLOS: LDM B-13, PP 101-120
PLOS: LDM 21, PP 69-71

Relationships/Resolving Conflicts — II B 12 — P
Objective: Work cum in a group.
Instr., Opt.,O

Relationships/Resolving Conflicts — II B 13 — P
Objective: Wait 7 minutes before needs are met.
Instr., Opt.,O

[redacted]

[redacted] II B 14 F
Objective: Get attention by raising hand, addressing the person, etc.
Instr. Mat.:

[redacted] II B 15 FP
Objective: Demonstrate cooperation by working toward a common goal.
Instr. Mat.: LBK: B-17/B-21, B-71

[redacted] II B 16 FPC
Objective: Volunteer to help.
Instr. Mat.: BSD: 2-6, PP 129

[redacted] II B 17 FPC
Objective: Indicate when it would be appropriate to help another person.
Instr. Mat.:

[redacted] II C 1 FP
Objective: Identify feelings and causes of anger, sadness, happiness, etc.
Instr. Mat.: LBK: B-24, B-61, B-92
PLUS: LBK 24, PP 99-102; LBK 6, PP 119-121
BSD, 2-24, PP 143

[redacted] II C 2 FP
Objective: Verbalize feelings appropriately.
Instr. Mat.: LBK: B-9
PLUS: LBK B-5, PP 1-10
BSD: 2-11, PP 129

[redacted] II C 3 FP
Objective: List 7 appropriate behaviors to practice when: a. angry;
b. happy; c. sad; d. other (specify).
Instr. Mat.: BSD: 2-33, PP 167; 2-11, PP 129

[redacted] II C 4 FP
Objective: List current behaviors when angry.
Instr. Mat.: LBK: B-52
BSD: 2-33, PP 167

[redacted] II C 5 FP
Objective: Make compliments/statements to others.
Instr. Mat.: LBK: B-3
PLUS: LBK 14, PP 43-45

Social Emotional

Relationships/Expressing Feelings — II C 6 — FP
Objective: Tell how s/he felt when something kind/unkind was said.
Instr. Mat.: LSH: B-33, B-55
STAR: SEC 4, PP 50-72

Relationships/Expressing Feelings — II C 7
Objective: List 7 characteristics of a friend.
Instr. Mat.:

Relationships/Expressing Feelings — II C 8 — FP
Objective: Respond appropriately to emotions in a social situation.
Instr. Mat.: LSH: B-74, B-76
PLUS: LSH 4, PP 113-116
SSE: 3-21, PP 223

Relationships/Expressing Feelings — II C 9 — FP
Objective: Name possible solutions to a hypothetical frustration/failure situation.
Instr. Mat.: PLUS: LSH 13, PP 144-146

Relationships/Expressing Feelings — II C 10 — F
Objective: Make a statement of disagreement without making a negative comment about the person.
Instr. Mat.:

Relationships/Responding to Social Situations — II D 1 — FP
Objective: Label emotions such as happy, sad, angry, or other (specify).
Instr. Mat.: LSH: A-21
PLUS: LSH 16, PP 58-59
SSE: 2-29, PP 165

Relationships/Responding to Social Situations — II D 2 — FMC
Objective: Identify and respond appropriately to criticism or praise.
Instr. Mat.: STAR: SEC 4, PP 50-72
PLUS: LSH 24, PP 82-85

Relationships/Responding to Social Situations — II D 3
Objective: List do's and don'ts for a good listener.
Instr. Mat.:

Social Emotional

Relationships/Responding in Social Situations — II D 4
Objective: Explain why listening is an important skill in relations to friends, school, and job.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 5 — FP
Objective: Listen without interruption for ? minutes.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 6 — FP
Objective: Use appropriate means of interrupting a conversation.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 7 — FP
Objective: Describe and explain effect of passive, aggressive, and assertive behaviors.
Instr. Mat.: PLUS: LSN 3, 4, 5, PP 8-26; LSN 20, PP 69-72
STAR: SEC 3, PP 16-49

Relationships/Responding in Social Situations — II D 8 — FP
Objective: Demonstrate ? assertive behaviors.
Instr. Mat.: PLUS: LSN 5, PP 14-16
STAR: SEC 3, PP 16-49

Relationships/Responding in Social Situations — II D 9 — FP
Objective: Defend the rights of another person appropriately.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 10 — FPC
Objective: Resist peer pressure.
Instr. Mat.: BSS: 3-22, PP 225

Relationships/Responding in Social Situations — II D 11 — FPC
Objective: Share knowledge and/or materials.
Instr. Mat.: LSN: 5-6
BSS: 3-21, PP 223

Relationships/Responding in Social Situations — II D 12 — FPC
Objective: Respond appropriately to positive or negative cues from others.
Instr. Mat.: PLUS: LSN 8, PP 62

Relationships/Responding in Social Situations — II D 13 — FP
Objective: Verbalize perception of others' feelings toward self.
Instr. Mat.: BEE: 2-13, PP 138

Relationships/Responding in Social Situations — II D 14 — FP
Objective: Verbalize/demonstrate feelings of empathy.
Instr. Mat.: PLUS: LSN 11, PP 33-34

Relationships/Responding in Social Situations — II D 15 — FP
Objective: Respond appropriately to a greeting.
Instr. Mat.: PLUS: LSN 20, PP 69

Relationships/Responding in Social Situations — II D 16 — FP
Objective: Respond appropriately to non-verbal cues.
Instr. Mat.: LNR: B-10/B-14
PLUS: LSN 18, PP 62

Relationships/Responding in Social Situations — II D 17 — FP
Objective: Demonstrate appropriate behaviors when approaching another person. (Example: "Would you like to play?")
Instr. Mat.: STAR: LSN 9, PP 31-35

Relationships/Responding in Social Situations — II D 18 — FPC
Objective: Interact with others without responding to their differences. (e.g., race, physical characteristics, etc.)
Instr. Mat.: LNR: C-22
BEE: 3-30, PP 241
STAR: LSN 11, PP 40-43

Relationships/Responding in Social Situations — II D 19 — FP
Objective: Choose to join a peer group activity rather than staying by self.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 20 — FP
Objective: Become a listener/speaker at appropriate times.
Instr. Mat.: LNR: B-40
PLUS: LSN 19, PP 65-68

Relationships/Responding in Social Situations — II D 21 — FP
Objective: Follow the directions of the leader.
Instr. Mat.: LNR: B-31, B-33

Relationships/Responding in Social Situations — II D 22
Objective: Abide by group majority decisions without complaints.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 23 — FPC
Objective: Take a turn at leading an activity.
Instr. Mat.: BSE: 3-31, PP 223

Relationships/Responding in Social Situations — II D 24 — FP
Objective: Actively participate and interact in group situations ? times per day.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 25 — FPC
Objective: Stop unacceptable behavior when pressured by peers/adult.
Instr. Mat.:

Relationships/Responding in Social Situations — II D 26 — FPC
Objective: Describe/demonstrate ways of altering behavior after observing others.
Instr. Mat.: PLUS: LSN 2,3, PP 111-116

Relationships/Responding in Social Situations — II D 27
Objective: List ? social skills necessary to maintaining a job.
Instr. Mat.: LC 23: LSN 12, PP 12a
SUCWK: PP 28
DGF: PP 11, 23, 41, 53

Relationships/Respecting Rights of Others — II E 1 — FP
Objective: Demonstrate knowledge of when and how to use possessions of others.
Instr. Mat.:

Relationships/Respecting Rights of Others — II E 2 — FP
Objective: Ask permission and receive approval before using possessions of others.
Instr. Mat.:

Relationships/Respecting Rights of Others — II E 3 — FPC
Objective: Maintain and protect borrowed property.
Instr. Mat.:

Relationships/Respecting Rights of Others — II E 4 — FP
Objective: Demonstrate considerate behaviors.
Instr. Mat.: LNM: F-8

Relationships/Respecting Rights of Others — II E 5 — FP
Objective: Praise accomplishments of others.
Instr. Mat.: BSE: 5-5, PP 315

Relationships/Respecting Rights of Others — II E 6 — FPC
Objective: Adhere to appropriate code of conduct, courtesy, respect, etc.
Instr. Mat.: DGF: PP 45

Relationships/Respecting Rights of Others — II E 7 — FP
Objective: Demonstrate knowledge of the rules which help maintain group cohesion.
Instr. Mat.:

Relationships/Respecting Rights of Others — II E 8 — F
Objective: State reasons for school rules.
Instr. Mat.: BSE: 1-10, PP 89

Relationships/Respecting Rights of Others — II E 9 — FPC
Objective: Identify consequences of breaking rules.
Instr. Mat.:

Relationships/Respecting Rights of Others — II E 10 — FPC
Objective: Abide by rules with only one reminder.
Instr. Mat.:

Relationships/Respecting Rights of Others — II E 11
Objective: Exhibit respect for property and rights of others as measured by lack of need for disciplinary action during a given period of time.
Instr. Mat.:

Relationships/Self Management — II F 1 — P
Objective: State individual social rights and responsibilities.
Instr. Mat.: BSE: 1-7, PP 83; 1-11, PP 91

Relationships/Self Management II F 2 P
Objective: Accept responsibility for choices and effects.
Instr. Mat.: BSE: 1-9, PP 87; 1-4, PP 77

Relationships/Self Management II F 3 P
Objective: State how the body expresses what the mind thinks.
Instr. Mat.:

Relationships/Self Management II F 4 P
Objective: Recognize self as being: a. imperfect; b. changing; c. growing; d. worthwhile.
Instr. Mat.: BSE: 2-17, PP 141; 4-12, PP 295; 3-31, PP 243; 4-20; PP 289; 4-22, PP 293

Relationships/Self Management II F 5 P
Objective: Demonstrate a desired habit to change and appreciate self.
Instr. Mat.: BSE: 4-23, PP 295

Relationships/Self Management II F 6 P
Objective: Attract the support and cooperation of others with positive behavior.
Instr. Mat.:

Relationships/Self Management II F 7 P
Objective: Explain how thoughts may be based on rational or irrational beliefs.
Instr. Mat.: PLUS: LSN 7, 8, 9, 10, PP 122-139

Relationships/Self Management II F 8 P
Objective: Increase knowledge of self through discussion of: a. experiences; b. insight; c. feedback; d. judgment.
Instr. Mat.: BSE: 4-11, PP 271; 4-22, PP 293; 5-24, PP 333; 5-16, PP 337

Relationships/Self Management II F 9 P
Objective: Discuss and express self-honesty and openness.
Instr. Mat.: DGF: PP 57

Relationships/Self Management II F 10 P
Objective: Communicate self-worth in verbal and non-verbal manner.
Instr. Mat.: LC 24: LSN 7, PP 7a

Relationships/Self Management II F 11 P
Objective: Describe and discuss causes, bahavior and consequences of personality types: a. passive; b. assertive; c. aggressive.
Instr. Mat.: STAR: SEC 6, PP 81-89; SEC 2, PP 5-15
PLUS: LSN 3, 4, 5, PP 8-16

Relationships/Self Management II F 12 P
Objective: Respond appropriately to given stressful situations (role playing).
Instr. Mat.:

Relationships/Self Management II F 13 P
Objective: Respond and adapt to stress using relaxation techniques.
Instr. Mat.: PLUS: LSN 1,2,3,4,5, PP 221-237

Relationships/Self Management II F 14 P
Objective: Improve assertiveness through assertive: a. requests; b. refusals.
Instr. Mat.: PLUS: LSN 12, PP 35-38; LSN 13, PP 39-42

Relationships/Self Management II F 15 P
Objective: Use "I + action + feeling" to express self in positive or negative situations.
Instr. Mat.: STAR: LSN 6,7,8, PP 20-25

Relationships/Self Management II F 16 P
Objective: Describe effects of personal behavior in relation to time (past, present and future).
Instr. Mat.: BSE: 5-16, PP 337; 5-18, PP 341

Relationships/Self Management II F 17 P
Objective: Describe effects of personal behavior in relation to world and universe.
Instr. Mat.: BSE: 1-6, PP 81; 1-10, PP 89; 3-31, PP 243

Relationships/Self Management II F 18 P
Objective: Use ? steps of problem solving: a. state problem and feelings; b. stop and think before acting; c. list alternatives; d. list positive/negative consequences; e. develop plan; f. implement plan.
Instr. Mat.: PLUS: SEC II, PP 103-220
LC 24: LSN 17, PP 17a

Relationships/Goal Setting II G 1 P
Objective: List ? positive adjective(s) about self which they believe are true.
Instr. Mat.: LNM: A-14, A-30
BSE: 4-19, PP 287; 4-24, PP 297; 4-1, PP 251

Relationships/Goal Setting II G 2
Objective: State steps necessary for setting realistic goals.
Instr. Mat.:

Relationships/Goal Setting II G 3 P
Objective: State goals in areas of: a. interpersonal wants; b. personal wants; c. career wants.
Instr. Mat.: SOL: L1, #2, PP 8-9
LNM: A-26
BSE: 4-12, PP 273; 4-13, PP 275
STAR: LSN 38, PP 180
LC 24: LSN 17, PP 17a
JP: PP 61, 65

Relationships/Goal Setting II G 4 P
Objective: State goals and put a specific time for completion of goal for: a. day; b. week; c. month; d. future.
Instr. Mat.: LNM: A-26, G-12
BSE: 4-15, PP 279; 4-16, PP 281; 4-17, PP 283; 4-17, PP 285
JP: PP 65

Relationships/Goal Setting II G 5 P
Objective: Describe benefits of reaching desired goals.
Instr. Mat.: BSE: 4-25, PP 299
JP: PP 65

Relationships/Goal Setting II G 6 P
Objective: State goals using "I", positive adjective, and present tense.
Instr. Mat.:

Relationships/Goal Setting II G 7 P
Objective: State (a) ? bridges and (b) ? obstacles in reaching goals (behavior, self-talk & feelings): a. bridges; b. obstacles.
Instr. Mat.: BSE: 4-24, PP 297

Relationships/Goal Setting — II G 8 — P
Objective: Describe solutions to the obstacles for reaching personal goals.
Instr. Mat.: JP: PP 65

Relationships/Goal Setting — II G 9 — P
Objective: Remind self ? times each day by using a positive statement of image of self completing goal.
Instr. Mat.: BSE: 4-1, PP 251

Relationships/Goal Setting — II G 10 — P
Objective: State strengths and/or successes which s/he caused to happen based on personal choices.
Instr. Mat.: BSE: 4-12, PP 273

Relationships/Goal Setting — II G 11 — PC
Objective: Compile a notebook/journal which shows self completing goals.
Instr. Mat.: LNM: A-20

Adapting to Environment/Abiding by Laws/Rules — III A 1 — F
Objective: Name laws that pertain to student.
Instr. Mat.: LNM: B-42
BSE: 1-2, PP 73; 1-4; PP 77

Adapting to Environment/Abiding by Laws/Rules — III A 2 — FP
Objective: Give reasons for having laws/rules.
Instr. Mat.: BSE: 1-10, PP 89; 1-5, PP 79

Adapting to Environment/Abiding by Laws/Rules — III A 3 — FP
Objective: Tell examples of obeying the law.
Instr. Mat.: BSE: 1-3, PP 75

Adapting to Environment/Abiding by Laws/Rules — III A 4 — FPC
Objective: Name authority figures and describe their responsibilities.
Instr. Mat.:

Adapting to Environment/Abiding by Laws/Rules — III A 5 — FPC
Objective: List the consequences of breaking a law/rule.
Instr. Mat.: LNM: F-6
BSE: 1-11, PP 91
SUCWK: PP 65

Social Emotional

Adapting to Environment/Abiding by Laws/Rules — III A 6 — FP
Objective: Discuss the advantages of following rules.
Instr. Mat.: LNM: F-6
BSE: 1-11, PP 91

Adapting to Environment/Abiding by Laws/Rules — III A 7 — FP
Objective: Discuss ramifications of breaking rules.
Instr. Mat.: BSE: 1-10, PP 89

Adapting to Environment/Abiding by Laws/Rules — III A 8 — F
Objective: Enumerate various rules of school.
Instr. Mat.: LNM: G-4, G-6

Adapting to Environment/Abiding by Laws/Rules — III A 9 — F
Objective: Abide by school/classroom rules.
Instr. Mat.: LNM: G-4, G-6
BSE: 5-9, PP 323; 1-14; PP 97

Adapting to Environment/Abiding by Laws/Rules — III A 10 — F
Objective: Be on time for class.
Instr. Mat.:

Adapting to Environment/Abiding by Laws/Rules — III A 11 — F
Objective: Attend class(es) regularly.
Instr. Mat.:

Adapting to Environment/Maintaining Environment — III B 1 — FP
Objective: Actively participate in keeping room and work area clean.
Instr. Mat.: BSE: 5-1, PP 307

Adapting to Environment/Maintaining Environment — III B 2 — FP
Objective: State conditions that contribute to the neatness of room.
Instr. Mat.:

Adapting to Environment/Maintaining Environment — III B 3 — FP
Objective: Relate personal part in keeping environment clean.
Instr. Mat.:

Adapting to Environment/Maintaining Environment — III B 4
Objective: Support an organization devoted to conservation.
Instr. Mat.:

[illegible]

[illegible] to Environment/Appreciating Environment [illegible]
Objective: Write letters to express negative environmental issues.
Instr. Mat.: LBB: 0-43
LC 24: LBP 1, PP 1a

[illegible] to Environment/Reality [illegible]
Objective: Make positive statements of the abilities to express and evoke area.
Instr. Mat.: BOB: 0-1, PP 2D1; 0-8, PP 1D3

[illegible] to Environment/Reality [illegible]
Objective: Identify skills in the problems of social areas student could like to possess.
Instr. Mat.: BOB: 0-5, PP 2D8; 0-6, PP 3D

[illegible] to Environment/Reality [illegible]
Objective: Explain if a situation is real or imagined.
Instr. Mat.: LBB: 0-13
BOB: 0-5, PP 3D

[illegible] to Environment/Reality [illegible]
Objective: Predict the possibility of an event happening.
Instr. Mat.: BOB: 0-6, PP 1D2

[illegible] to Environment/Reality [illegible]
Objective: Distinguish between fantasy and fact in conversation.
Instr. Mat.: BOB: 0-13, PP 1D3

[illegible] to Environment/Reality [illegible]
Objective: State that actors are role playing.
Instr. Mat.:

[illegible] to Environment/Reality [illegible]
Objective: Tell an imaginative story and label it as such.
Instr. Mat.: BOB: 2-D1, PP 1-5

[illegible] to Environment/Reality [illegible]
Objective: State that fictional characters are not real live people.
Instr. Mat.: BOB: 2-D1, PP 1-5

Career Education

[illegible]

[illegible]

[illegible]

[illegible] Education 6-12

[illegible]
Objectives: List 7 areas of school work that are of interest.
Items. Opt.:

I A 10 P

[illegible]
Objectives: Name 7 ways s/he can contribute to class or family.
Items. Opt.:

I A 11 PP

[illegible]
Objectives: List 7 specific jobs available in community.
Items. Opt.: LOTS: PP 10.05, 10.09
INTER: EED 3, CHEF 1; CHEF 6

I A 12 PP

[illegible]
Objectives: List 7 worker-job tasks for specific jobs available in community.
Items. Opt.:

I A 13 PPC

[illegible]
Objectives: Classify given jobs into 2 groups (indoor/outdoor, work with people/things, groups/alone).
Items. Opt.: JD: PP 02

1 A 14 PP

[illegible]
Objectives: Describe equipment and materials needed for home and school tasks.
Items. Opt.:

I A 15 P

[illegible]
Objectives: List 7 similarities between going to school and going to work.
Items. Opt.:

I A 16 P

[illegible]
Objectives: Identify 7 work habits that are important for success at work/school.
Items. Opt.: EAT: PP 7, 11, 15, 16, 15, 17
JD: PP 02

I A 17 PPC

[illegible]
Objectives: List 7 reasons for working.
Items. Opt.: LOTS: PP 17.76, 17.77

I A 18 PP

Career Education K-12

Career Awareness — I A 19 — PP
Objective: Discuss how work allows one to form new friendships and social opportunities.
Instr. Mat.:

Career Awareness — I A 20 — PP
Objective: List 3 ways a job can lead to independence from a family (or help a family).
Instr. Mat.:

Career Awareness — I A 21 — PP
Objective: List 3 skills which can be learned at school that are applicable to a job.
Instr. Mat.: Gh: PP 19

Career Awareness — I A 22 — PP
Objective: List 3 reasons why development of basic skills is necessary for career preparation.
Instr. Mat.:

Career Awareness — I A 23 — PPC
Objective: List own strengths and weaknesses in behavior at home or in class and explain the relevance to successful work.
Instr. Mat.: LCCE: GG 18.91

Career Awareness — I A 24 — PPC
Objective: List (a) 3 chores or jobs student would like to do and (b) 3 chores or jobs student would not like to do.
Instr. Mat.: LCCE: GG 18.83

Career Awareness — I A 25 — PPC
Objective: Describe general job duties of 3 careers.
Instr. Mat.: LCCE: GG 18.83

Career Awareness — I A 26 — PPC
Objective: List (a) 3 tools used in (b) 3 jobs.
Instr. Mat.: LCCE: GG 18.83

Career Awareness — I A 27 — PPC
Objective: Discuss style of dress for 3 occupations.
Instr. Mat.:

Career Awareness — I A 28 — FPC
Objective: Complete a grooming checklist for self, and explain relevance to careers.
Instr. Mat.:

Career Awareness — I A 29 — FP
Objective: Discuss the difference between workers who produce goods and those who produce services.
Instr. Mat.:

Career Awareness — I A 30 — P
Objective: List 7 job clusters available in region. (Agriculture, food services, mechanical, etc.).
Instr. Mat.: GN: PP 39
LCCE: OS 22.90
PATHS: WOD 2, COMP 1; COMP 2

Career Awareness — I A 31 — P
Objective: List 7 ways people are hired in our society.
Instr. Mat.: PATHS: WOD 2, COMP 1

Career Exploration — II A 1 — P
Objective: List 7 details of each job of family members or others.
Instr. Mat.:

Career Exploration — II A 2 — P
Objective: List 7 educational and training opportunities available to prepare for a job (diploma, R.O.P., vocational schools, colleges, etc.).
Instr. Mat.:

Career Exploration — II A 3 — PC
Objective: Participate in 7 of the following: (a) job related presentation (as part of audience); (b) on-campus work activity; (c) field trip; (d) career center activities; (e) job shadowing; (f) interview a person about his/her job.
Instr. Mat.: LCCE: OS, 17.79, 17.80
PATHS: WOD 2, COMP 2; WOD 3, COMP 2, COMP 2, COMP 3, COMP 4

Career Exploration — II A 4 — P
Objective: Identify 7 personal skills (from his/her assessment battery results, if available) and relate each to a job.
Instr. Mat.: SSS: 2-17, PP 141
JP: PP 17
GN: PP 11, 13
LCCE: OS, 18.81
PATHS: WOD 2, COMP 3

Career Exploration II A 5 P
Objective: Identify ? academic or physical limitations affecting job performance, and list ways to compensate for each.
Instr. Mat.:

Career Exploration II A 6 PC
Objective: List or demonstrate use of ? job information sources.
Instr. Mat.: HOW TO: PP 17
JP: PP 45
LCCE: OS 22.98

Career Exploration II A 7 P
Objective: Write/state definitions for ? words related to career education.
Instr. Mat.:

Career Exploration II A 8 P
Objective: Read help wanted ads or other job listings and identify ? jobs as skilled, semi-skilled, or unskilled.
Instr. Mat.: LC 24: LPW 8, PP 8a
HOW TO: PP 17
JUNR: PP 29-36
JRH: PP 60-63
LCCE: OS 22.99
PATHS: MOD 2, COMP 4

Career Exploration II A 9 P
Objective: When presented with 5 occupations, state the amount of education or training required for entry in each.
Instr. Mat.: HOW TO: UNIT 1, PP 1

Career Exploration II A 10a PC
Objective: Given job clusters (social services, manufacturing, horticulture, etc.): identify ? specific jobs from each.
Instr. Mat.: SOL: 11, 44, PP 17-22
OH: PP 19
JCXP: Units 1-9
LCCE: OS 18.85
PATHS: MOD 2, COMP 1

Career Exploration II A 10b PC
Objective: Given job clusters (social services, manufacturing, horticulture, etc.): list ? specific skills needed in each job.
Instr. Mat.: SOL: 11, 44, PP 17-22
HOW TO: UNIT 1, PP 1
PATHS: MOD 2, COMP 1

Career Exploration — II A 10c — PC
Objective: Given job clusters (social services, manufacturing, horticulture, etc.): List educational level needed in each job.
Instr. Mat.: SOL: L1, #4, PP 17-22
HOW TO: UNIT 1, PP 1
PATHS: MOD 2, COMP 1

Career Exploration — II A 10d — PC
Objective: Given job clusters (social services, manufacturing, horticulture, etc.): describe ? details of each job (wages, benefits, union membership, duties, etc.).
Instr. Mat.: SOL: L1, #4, PP 17-22
HOW TO: UNIT 1, PP 1
PATHS: MOD 2, COMP 1

Career Exploration — II A 11 — PC
Objective: Define and explain ? job options within a given vocational field (e.g. hotel/motel, store, restaurant)
Instr. Mat.: JCAP: Units 1-9

Career Decision Making (7-12) — III A 1 — F
Objective: Discuss/explain decision-making process.
Instr. Mat.: SOL: L1, #2, PP 8-9; L1, #14, PP 51-53

Career Decision Making — III A 2 — PC
Objective: State ? reasons for taking a specific job. (salary, benefits, personal strengths, social interaction, continuing education, achievement of goals, self-fulfillment).
Instr. Mat.: LCCE: OG 17.78

Career Decision Making — III A 3 — PC
Objective: Describe/explain the following: a. wages; b. salary; c. benefits; d. deductions.
Instr. Mat.: JP: PP 37
PATHS: MOD 6, COMP 1, MK 6.3A

Career Decision Making — III A 4 — P
Objective: Given titles of jobs, list ? positive/negative factors for each.
Instr. Mat.: JP: PP 45
LCCE: OG 17.81, 18.86
PATHS: MOD 3, COMP 3

Career Decision Making — III A 5 — PC
Objective: Select a job consistant with his/her qualifications.
Instr. Mat.: SOL: L1, #2, PP 8-9; L1, #14, PP 51-53
GN: PP 11, 15
JP: PP 6
PATHS: MOD 2, WK 2.5; MOD 3, COMP 3

Career Decision Making — III A 6 — P
Objective: Select a program of study for high school that will prepare student for a tentative career before entering 9th grade.
Instr. Mat.:

Career Decision Making — III A 7 — PC
Objective: Name ? alternatives to competitive employment. (Civilian Conservation Corps, California Youth Authority, volunteer work, post secondary training, etc.).
Instr. Mat.: LCCE: OG 22.101, 22.102
PATHS: MOD 2, COMP 2

Career Decision Making — III A 8 — PC
Objective: Receive ? hours of job-related counseling.
Instr. Mat.:

Career Decision Making — III A 9 — PC
Objective: State (a) ? short-term and (b) ? longer-term career goals.
Instr. Mat.: SOL: L1, #2, PP 8-9
BSE: 4-17, PP 283; 4-18, PP 285; 4-13, PP 275; 4-11, PP 271; 4-12, PP 273; 4, 14, PP 277
JP: PP 61, 65

Career Decision Making — III A 10 — P
Objective: Describe career preferences in terms of people, duties, environment, etc.
Instr. Mat.:

Career Decision Making — III A 11 — PC
Objective: Make career decisions: (a) State ? job choices; (b) List ? qualifications needed for each; (c) Identify ? specific job openings using help wanted ads, job announcements, agencies, etc.
Instr. Mat.: SOL: L1, #1, PP 8-9; L1, #4, PP 15-16; L2, #2, PP 2-3; L3, #9, PP 31-32; L4, #5, PP 11-12
HOW TO: UNIT 1, PP 1
LCCE: OG 18.84, 18.85, 18.86, 22.98
PATHS: MOD 1, COMP 4, WK 2.5; MOD 6, COMP 1

Career Decision Making — III A 12 — P
Objective: Write a job search report, using career center, employer interviews, library, etc.
Instr. Mat.: HOW TO: UNIT 1, PP 1

Career Decision Making — III A 13 — P
Objective: Discuss the relationship of paid employment, income, and life style.
Instr. Mat.:

Career Decision Making — III A 14 — P
Objective: Discuss career planning in relation to type of activities student prefers, and personal values.
Instr. Mat.: JP: PP 27, 28

Career Decision Making — III A 15 — PC
Objective: Express a desire to get a specific job.
Instr. Mat.:

Job Seeking Skills — IV A 1 — FPC
Objective: State meanings of ? job application vocabulary words.
Instr. Mat.: LC 23: LSN 1, PP 1a
HOW TO: PP 26, 83
PATHS: MOD 4, COMP 2, WK 4.3

Job Seeking Skills — IV A 2a — PC
Objective: Describe grooming/attitude/behavior/skills needed during job interview.
Instr. Mat.:

Job Seeking Skills — IV A 2b — PC
Objective: List ? of 10 ways to prepare for an interview.
Instr. Mat.: JJIG: PP 8-10

Job Seeking Skills — IV A 3 — PC
Objective: State ? questions likely to be asked during job interviews.
Instr. Mat.: LC 23: LSN 2, PP 2a
HOW TO: PP 40
LCCE: OG 22.100
PATHS: MOD 5, COMP 1, WK 5.4

Job Seeking Skills — IV A 4 PC

Objective: Demonstrate appropriate grooming, behavior, and communication skills in mock job interviews.
Instr. Mat.: SOL: L1, #3, PP 10-14; L3, #13, PP 43-48
STAR: LSN 12, PP 44
LC 23: LSN 2, PP 2a
JJIG: PP 1-80
PATHS: MOD 5, COMP 2, WK 5.4

Job Seeking Skills — IV A 5 PC

Objective: State (a) ? reasons for having personal references and obtain (b) ? references.
Instr. Mat.: LC 23: LSN 2, PP 2a
PATHS: MOD 4, COMP 1

Job Seeking Skills — IV A 6 FPC

Objective: Complete personal data card. (Data will include name, address, telephone #, Social Security #, citizenship information, schooling, work history, and references).
Instr. Mat.: SOL: L1, #1, PP 1-7
PATHS: MOD 4, COMP 1, WK 4.3B

Job Seeking Skills — IV A 7a PC

Objective: Independently read ? application forms.
Instr. Mat.: LCCE: OG 22.99
PATHS: MOD 4, COMP 1, WK 4.3, 4.3D

Job Seeking Skills — IV A 7b P

Objective: Review sample interviews and critique them for errors.
Instr. Mat.: JJIG: PP 1-80

Job Seeking Skills — IV A 8 PC

Objective: Independently complete ? application forms neatly & correctly.
Instr. Mat.: SOL: L1, #8, PP 28-30; L1, #13, PP 26-38; L3, #10, PP 33-35; L4, #3, OG 6-8
LC 23: LSN 1, PP 1a
HOW TO: PP 26
PATHS: MOD 4, COMP 1, WK 4.3D

Job Seeking Skills — IV A 9 P

Objective: State ? reasons employers request a physical exam.
Instr. Mat.: LC 23: LSN 3, PP 3a

Job Seeking Skills — IV A 10 PC
Objective: Identify ? sources of information for locating jobs.
Instr. Mat.: GH: PP 27

Job Seeking Skills — IV A 11 PC
Objective: Use telephone and telephone directory ? times in job search.
Instr. Mat.: SOL: L1, #9, PP 31-36
LC 24: LSN 13, PP 13a
HOW TO: PP 17
PATHS: MOD 2, COMP 2; MOD 3, COMP 3

Job Seeking Skills — IV A 12 P
Objective: Identify/explain ? abbreviations in help-wanted ads.
Instr. Mat.: LC 24: LSN 8, PP 8a
HOW TO: PP 17

Job Seeking Skills — IV A 13 PC
Objective: Use help-wanted ads ? times in job search.
Instr. Mat.: LC 234: LSN 8, PP 8a
HOW TO: PP 17

Job Seeking Skills — IV A 14 PC
Objective: Describe etiquette as related to: (a) accepting employment, (b) declining employment; (c) leaving employment.
Instr. Mat.:

Job Seeking Skills — IV A 15 P
Objective: List and describe ? labor laws and ? worker rights.
Instr. Mat.:

Job Seeking Skills — IV A 16a-h C
Objective: Obtain/complete/write/maintain work related documents/service contacts: (a) birth certificate, (b) SS card, (c) work permit, (d) cover letter, (e) letter of application, (f) resume, (g) interview thank-you letter, (h) driver's license
Instr. Mat.: LCCE: OG 22.99
PATHS: MOD 2, COMP 3, WK. 2.7, 2.8; MOD 4, COMP 2, COMP 2, COMP 3, WK 4.6

Job Seeking Skills — IV A 16i-l C
Objective: Obtain/complete/write/maintain work related documents/service contacts: (i) verification of physical exam, (j) Department of Rehabilitation services, (k) Employment Development Department services, (l) alien registration.
Instr. Mat.: LCCE: CG 22.99

Job Seeking Skills — IV A 16m-n C
Objective: Obtain/complete/write/maintain work related documents/service contacts: (m) other agency/program services, (n) sources of local organizations which can supply job market information or job search assistance.
Instr. Mat.:

Job Seeking Skills — IV A 17 PC
Objective: Contact ? potential employers: (a) using family, friends and other personal resources; (b) using help wanted ads and/or employment services; (c) independently.
Instr. Mat.: SOL: L1, #15, PP 54-56; L2, #15, PP 43-45
JP: PP 45
GH: PP 27, 55
LCCE: OG 22.100
PATHS: MOD 2, COMP 2, COMP 4, COMP 5; MOD 3, COMP 2, COMP 2

Job Seeking Skills — IV A 18 C
Objective: Apply for ? jobs.
Instr. Mat.: LC 23: LSN 1, PP 1a
HOW TO: PP 26
GH: PP 51
PATHS: MOD 4, COMP 1

Job Seeking Skills — IV A 19 PC
Objective: Develop a telephone script to use in contacting potential employers.
Instr. Mat.: PATHS: MOD 3, COMP 2

Job Seeking Skills — IV A 20 C
Objective: Make ? telephone calls to secure necessary information for job applications.
Instr. Mat.: PATHS: MOD 3, COMP 2

Job Seeking Skills — IV A 21 PC
Objective: Develop follow-up procedures for job applications and interviews.
Instr. Mat.: PATHS: MOD 5, COMP 2, WK 5.4

Job Keeping Skills — V A 1 FPC
Objective: State reasons why employers expect: good grooming & hygiene; appropriate clothing; good attendance; following directions; getting along with others; honesty, loyalty and responsibility; other.
Instr. Mat.: SOL: L3, #15, PP 51-52
LC 23: LSN 12, PP 12a
PATHS: MOD 6, COMP 5, WK 6.4, 6.11

Job Keeping Skills V A 2 PC
Objective: State (a) ? reasons why people are promoted and (b) ? reasons why people are fired. (a-i.e. working overtime, extra work, positive attitude, etc., b-being late, missing work, not calling in absences, rudeness, etc.)
Instr. Mat.: SOL: L3, #15, PP 51-52
LC 23: LSN 12, PP 12a
LCCE: OG 19.91
PATHS: MOD 1, COMP 1, WK 1.6; MOD 6, COMP 2, 3, 4, WK 6.4, 6.11

Job Keeping Skills V A 3 FPC
Objective: Demonstrate, in school or work settings, job keeping skills: arriving on time; good attendance; following rules and direction; initiating work independently; etiquette, maintaining a time card.
Instr. Mat.: LC 23: LSN 12, PP 12a
LCCE: OG 19.91
PATHS: MOD 6, COMP 2, COMP 5

Job Keeping Skills V A 4 PC
Objective: Describe appropriate behaviors for requesting assistance in work situations.
Instr. Mat.:

Job Keeping Skills V A 5 P
Objective: List ? ways to learn a job.
Instr. Mat.:

Job Keeping Skills V A 6 PC
Objective: Describe how ? job problems could be solved.(Employer criticizes worker unfairly, co-worker offers drugs, employer asks worker to perform extra duties, etc.)
Instr. Mat.: SOL: L3, #14, PP 49-50; L4, #1, PP 1-2; L3, #5, PP 14-19
PATHS: MOD 1, COMP 1, WK 1.6; MOD 6, COMP 4, 6, WK 6.8, 6.9B

Job Keeping Skills V A 7 PC
Objective: State ? valid reasons for absences and demonstrate how to call in for each.
Instr. Mat.: LC 23: LSN 12, PP 12a
LCCE: OG 19.91
PATHS: MOD 6, COMP 6

[redacted]

Software

COMPUTER SOFTWARE*

Overview

This section of the Promotion Curriculum includes diskettes with the Promotion Curriculum objectives. The text provides directions on how to use the computer to scan and review objectives, select them for printout in an IEP format or in other formats, modify objectives, and add new objectives to the database.

The data is provided in two formats: Applestrike** integrated software program diskettes and a dBase III Plus**-based software package. To use the Applestrike diskettes you will need Applestrike program disks, an Apple IIe, IIc, or compatible computer (with at least 128K of available memory), and a printer capable of printing at 17 characters per inch. To use the IBM diskettes an IBM-PC or compatible with 256K of memory is necessary. If you have one of these types of systems available to you and are reasonably familiar with them, you should be able to utilize the step-by-step instructions provided in the following sections to select, modify, and print objectives. (See Appendix B for an example IEP form matched to the print specifications of both systems.)

Prospective users of the computer software are strongly urged to exercise caution in order to avoid compromising the integrity of the IEP process. Regardless of the source of objectives, whether they be developed originally, adapted from curriculum or instructional materials, or selected verbatim from goal and objective collections in print or on

---

* It is suggested that only persons with prior experience and expertise in using one of the software systems described in this section independently attempt to apply this component of the Promotion Curriculum. Others should seek the assistance of someone with that experience.

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diskettes, according to federal and state legal codes and regulations they are to be individualized, composed and/or selected, and agreed upon by the IEP team, including the parents. For a professional to bring goals and objectives in final form to an IEP meeting is not an acceptable practice. Several procedural options and safeguards which allow for use of goals and objectives on diskettes and yet do not reduce the opportunity of all IEP team members to contribute to IEP content are listed below:

1. Use a computer during the meeting to select and print goals and objectives, with all team members contributing to the selection process;

2. Print only a list of objectives prior to the meeting -- the teacher or specialist can refer to the list when suggesting goals and objectives, but the computer-printed list itself will not be used as part of the IEP;

3. Print a draft of optional IEP goals and objectives prior to the meeting and share copies with all team members for their use during the meeting, informing all team members orally and in print that the objectives are subject to the approval of the parents and that they may be revised, deleted, and that new ones can be added to the list.

Every effort must be made to avoid presenting parents and other IEP team members with sets of goals and objectives which they may interpret as complete without their input.

Keeping in mind the caution about maintaining team participation in IEP goal and objective selection and the need for experience with hyperCard or IBM Bank II, users are encouraged to explore the system presented here to seek more efficiency and quality for their IEP procedures. Directions for use of both systems are found on the following pages. The required diskettes are inserted after the directions.

AppleWorks © Directions

INTRODUCTION

The following guide consists of two parts:

Part 1 is the narrative which explains the current activity and gives explicit instructions for your actions. All actions are prefaced with a number (e.g. 3),

PLEASE READ CAREFULLY

PLEASE FOLLOW THE INSTRUCTIONS EXACTLY

Part 2 is an exact replication of the screen you should see as a result of following the directions. The narrative will be at the top of the page, followed by the picture of the screen. The two parts will be separated by a row of "="s, such as:

==========

Special hints or cautions will be set off in a box bordered by asterisks like this:

```
**********************************************************
* Good luck and have fun!!  You can't break anything! *
**********************************************************
```

GETTING STARTED

1) Place the AppleWorks startup disk in drive 1.

2) Place the objectives disk in drive 2.

3) Turn the computer on or if your computer is already on, restart it by holding down the Control and Open Apple keys and pressing the Reset key.

When the disk drive light goes off,

4) Place the AppleWorks program disk in drive 1 and press Return.

5) Type in the date and press Return.

When the disk drive light goes off, you should see the MAIN MENU screen.

==========

Disk: Drive 2 MAIN MENU

Main Menu

1. Add files to the Desktop
2. Work with one of the files on the Desktop
3. Save Desktop files to disk
4. Remove files from the Desktop
5. Other activities
6. Quit

Type number, or use arrows, then press Return Esc for help

==========

6) Select the option "1. Add files to the Desktop" and press Return.

You will now see the ADD FILES screen.

7) Select the option "Get files from: 1. The current disk: Disk 2" and press Return.

You should now see the APPLEWORKS FILES screen shown below. This screen shows the files available for loading.

8) Move the cursor to the name of the file you want to look at and press Return to load the file.

SELECTING OBJECTIVES

Where you are now

As you can see at the top center of the screen printed below, you are in the REVIEW/ADD/CHANGE section of the database, and you are in the "multiple record" format.

This means that you can browse through the entire file of objectives quickly. Note that the "In Prog", "Skill Area", "Area Number", and part of the "Objective" column are visible. Each line on this screen is called a record.

```
**********************************************************
* The Tab key will move the cursor from one column to    *
* the next one on the right in the same record.          *
*                                                        *
* Holding down the Open Apple key and the Tab key        *
* will move the cursor to the left, column by column.    *
**********************************************************
```

```
File: Basic Skills              REVIEW/ADD/CHANGE          Escape: Main Menu

Selection: All records

In Prog Skill Area  Area Numb Objective
*************************************************************************
-       Readiness   I      1  Name ? of 8 colors and 3 hues.
-       Readiness   I      2  Visually discriminate ? of 20 designs, letters or
-       Readiness   I      3  Reproduce ? of 6 geometric designs in a scorable m
-       Readiness   I      4  Visually recall and reproduce ? of 5 printed symbo
-       Readiness   I      5  Demonstrate the level of his body image by drawing
-       Readiness   I      6  Perform ? of 5 gross motor skills of graduated dev
-       Readiness   I      7  Identify ? of 19 of his/her body parts by touching
-       Readiness   I      8  Follow ? of 18 directional and positional words.
-       Readiness   I      9  Perform ? of 6 fine motor manipulative skills of d
-       Readiness   I     10a Demonstrate verbal fluency by conversing, asking q
-       Readiness   I     10b Demonstrate verbal fluency by conversing, asking q
-       Readiness   I     10c Demonstrate verbal fluency by conversing, asking q
-       Readiness   I     10d Demonstrate verbal fluency by conversing, asking q
-       Readiness   I     10e Demonstrate verbal fluency by conversing, asking q
-       Readiness   I     11  Remember and execute ? of 4 verbal directions.
=========================================================================
Type entry or use @ commands                                  @-? for Help
```

Getting Around

To quickly scan the file,

1) Press the down arrow or up arrow keys to move one line at a time or

2) Press the Open Apple key and the down arrow or up arrow keys to move one screen (page) at a time.

To move quickly to the beginning or end of the file,

3) Press the Open Apple key and the number 1 key to jump to the beginning or the Open Apple key and the number 9 key to get to the end.

4) Practice moving around in the file, then return to the beginning.

5) Select an objective to assign to a student (i.e. II C 19, a reading skill) by moving the cursor to that line.

Your screen should look like the one below, and the cursor should be on the line for area "II C 19".

```
==========================================================================

File: Basic Skills              REVIEW/ADD/CHANGE          Escape: Main Menu

Selection: All records

In Prog Skill Area Area Numb Objective
--------------------------------------------------------------------------
-       Reading/Wo II  C 14  Read ? of 75 common word endings.
-       Reading/Wo II  C 15  Read ? of 18 words with suffixes.
-       Reading/Wo II  C 16  Read ? of 14 words with prefixes.
-       Reading/Wo II  C 17  Identify ? meaning of 14 prefixes.
-       Reading/Wo II  C 18  Verbally identify ? (a) (number) of syllables in ?
-       Reading/Wo II  C 19  Demonstrate knowledge of ? of 6 syllabication conc
-       Reading/Vo II  D  1  Use context clues to decode words at ? grade level
-       Reading/Vo II  D  2  Classify items at ? grade level.
-       Reading/Vo II  D  3  Make comparisons which require analogy skills at ?
-       Reading/Vo II  D  4  Name antonyms for given words at ? grade level.
-       Reading/Vo II  D  5  Name meaning for given list of homonyms at ? grade
-       Language A III A  1  Write ? of 26 lower case cursive letters.
-       Language A III A  2  Write ? of 26 upper case cursive letters.
-       Language A III A  3  Write ? of 13 personal data items.
-       Language A III B  1  Select ? words to be capitalized in 22 written sen
--------------------------------------------------------------------------
Type entry or use @ commands                                  @-? for Help
```

Selecting the Objective

1) Press the Open Apple key and the Z key.

```
**********************************************************
* This function is called ZOOM and allows you to see    *
* all of one record in the "single record" format.      *
**********************************************************
```

To return to the "multiple record" format,

2) Press the Open Apple key and the Z key again.

3) Practice zooming, then zoom in to the "single record" format of objective "II C 19".

Your screen should look like this.

```
==============================================================================
File: Basic Skills              REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: All records


Record 59 of 182
------------------------------------------------------------------------------
In Progress: -

 Skill Area: Reading/Word Analysis

Area Number: II  C 19

   Objective: Demonstrate knowledge of ? of 6 syllabication concepts.
           .: -
          ..: -
         ...: -

Eval. Proc.: Brigance

Complete: -

------------------------------------------------------------------------------
Type entry or use @ commands                                    @-? for Help
```

Before you begi. customizing this objective, be sure that you are using the "insert" cursor. If your cursor is an underline, then you are using the "insert" cursor. This means that anything you type will push aside the existing text to make room for your new text.

If your cursor is a box, then you are using the "overstrike" cursor, and anything you type will replace the text already there. You must change to the "insert" cursor to continue with these instructions. To change the "overstrike" cursor to the "insert" cursor:

4) Press the Open Apple key and the E key.

Your cursor should now be an underline, and you are ready to continue.

Customizing the Objective

1) The cursor should be to the right of "In Progress:". If it isn't, move it there by pressing the up arrow key.

To specify objective "II C 19" as a selected objective,

2) Press * , then press Return.

If the objective contains any question marks, they should be replaced with the appropriate number, as follows:

3) Press Return twice more so that the cursor is on the first line of the objective.

4) Press the right arrow key until the cursor is one space to the right of the question mark (i.e. of ?_of).

5) Press the Delete key one to remove the "?".

6) Type in the desired goal level, then press Return.

```
**********************************************************
* If you make a mistake, here are a few hints:           *
*                                                        *
* If you make an error on a line, and you haven't        *
* pressed Return yet, you can undo it by pressing        *
* the Esc key. (This is particularly handy if            *
* you accidently delete the wrong letter.)               *
*                                                        *
* If you notice an error you made on a previous line,    *
* press the up arrow key until you reach the line        *
* that contains the error, then press the right          *
* arrow until you are one space to the right of          *
* of the error. Press the Delete key to remove           *
* the error, and retype the correct text.                *
**********************************************************
```

Repeat the process of selecting objectives (select at least two more) by:

7) Zooming out (Open Apple Z) to the multiple record format to find the desired objective, then zooming in (Open Apple Z) to customize the objective.

Creating Your Own Objectives

1) In the single record format (press Open Apple Z if you're in the multiple record format now), move your cursor to the end of the objectives file by pressing Open Apple 9.

2) Press Return until the cursor is to the right of "Complete", then press Return one more time.

You should now see the following screen:

```
==========================================================================

File: Basic Skills              INSERT NEW RECORDS     Escape: Review/Add/Change

Selection: All records


Record 182 of 182
==========================================================================

                    You are now past the last record
                    of your file and can now start
                    typing new records at the end.

--------------------------------------------------------------------------

Do you really want to do this?  No  Yes

==========================================================================
```

You are now in the INSERT NEW RECORDS format, and at the bottom left of the screen, it asks, "Do you really want to do this? No Yes".

3) Press the Y key to indicate "Yes".

You should now see the screen below:

```
==========================================================================

File: Basic Skills              INSERT NEW RECORDS     Escape: Review/Add/Change


Record 183 of 183
==========================================================================
In Progress: *

 Skill Area: -

Area Number: -

   Objective: -
           .: -
          ..: -
         ...: -

Eval. Proc.: Tchr Test

Complete: -

--------------------------------------------------------------------------
Type entry or use @ commands                                    35K Avail.

==========================================================================
```

You can see that an asterisk has already been entered on the "In Progress" line for you.

<u>To create your own custom objective:</u>

4) Press <u>Return</u> one time. The cursor should now be on the "Skill Area" line. Type in the name of the skill area, then press <u>Return</u> twice. (The "Area Number" line should be left blank.)

5) Type your objective at the space to the right of "Objective:", then press <u>Return</u>.

```
**********************************************************
* If the objective is longer than one line, type to    *
* the end of the first line. If the last word won't    *
* fit on the line, use the Delete key to remove        *
* the partial word, then press Return. Continue        *
* typing on the next line.                             *
**********************************************************
```

When the objective has been typed.

6) Press Return until the cursor is to the right of "Eval. Proc.:". "Tchr Test" has been entered for you. Press Return to accept "teacher test" as the evaluation procedure.

If you want to specify a different evaluation procedure.

7) Press the right arrow key until the cursor is one space past the end of the word "test". Press the Delete key to remove the words, "Tchr Test". Type in the name of the evaluation procedure you will be using, then press Return.

When complete, your custom objective should look similar to the screen below.

```
================================================================================

File: Basic Skills              INSERT NEW RECORDS              Escape: Erase entry


Record 183 of 183
================================================================================
In Progress: *

 Skill Area: Language Arts

Area Number: -

   Objective: Recite the alphabet backwards.
           .: -
          ..: -
         ...: -

Eval. Proc.: Tchr Test

Complete: -

--------------------------------------------------------------------------------
Type entry or use @ commands                                          35K Avail.
================================================================================
```

If you want to create another custom objective.

8) Press Return twice. The cursor should now be on the "Skill Area" line of another blank record. (Create at least one more custom objective.)

Viewing Your Selected Objectives

When you have selected or created all of the objectives for a student.

1) Zoom out to the multiple record layout (Open Apple Z).

2) Move to the beginning of the file (Open Apple 1).

3) Press the Open Apple key and the R key. You should now see the SELECT RECORDS screen below.

```
================================================================================

File: Basic Skills                  SELECT RECORDS        Escape: Review/Add/Change

Selection:


================================================================================
 1.  In Progress
 2.  Skill Area
 3.  Area Number
 4.  Objective
 5.          .
 6.         ..
 7.        ...
 8.  Eval. Proc.
 9.  Complete


--------------------------------------------------------------------------------
Type number, or use arrows, then press Return                        35K Avail.
```

Choose to select records where the "In Progress" category equals "*" by doing the following:

4) Press Return to select "In Progress", then at the next screen;

5) Press Return to select "equals", then at the next screen;

6) Type an asterisk, then press Return.

You will now see another selection screen. You have finished your selection, so:

7) Press the Esc key.

All the records you have selected for your student should now be visible on the screen. If you selected or created more than 15 objectives, you can see the rest of them by:

8) Pressing the Open Apple key and the down arrow key to look at the next screen (page).

Your screen should look something like this:

```
File: Basic Skills              REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: In Progress equals *

In Prog Skill Area Area Numb Objective
================================================================================
*       Readiness  I       1  Name ? of 8 colors and 3 hues.
*       Reading/Wo II   C  6  Name ? of 5 vowels.
*       Reading/Vo II   D  2  Classify items at ? grade level.
*       Language A -          Recite the alphabet backwards.

--------------------------------------------------------------------------------
Type entry or use @ commands                                    @-? for Help
```

PRINTING THE OBJECTIVES

****
* TURN YOUR PRINTER ON *
* AND *
* SET YOUR PRINTER AT ITS DARKEST PRINT SETTING *
* AND *
* PUT AN IEP FORM* IN *
****

1) Press the Open Apple key and the P key. You should see the REPORT MENU screen:

```
================================================================================

File: Basic Skills                REPORT MENU          Escape: Review/Add/Change
Report: None




================================================================================

                          1. Get a report format
                          2. Create a new "tables" format
                          3. Create a new "labels" format
                          4. Duplicate an existing format
                          5. Erase a format




--------------------------------------------------------------------------------
Type number, or use arrows, then press Return                        35K Avail.
================================================================================
```

2) Press Return to select option "1. Get a report format".

---

* See Appendix G for a copy of the format matching the print specifications of the current AppleWorks data disk.

At the REPORT CATALOG screen.

3) Press Return to select option "1. Annual Goals & Obj.".

At the REPORT FORMAT screen.

4) Press Open Apple P. This is the PRINT THE REPORT screen shown below. (The printer names shown may be different.)

```
File: Basic Skills              PRINT THE REPORT          Escape: Report Format
Report: Annual Goals & Obj.
Selection: In Progress contains *


                    Where do you want to print the report?

                    1. Imagewriter

                    2. The screen

                    3. The clipboard (for the Word Processor)

                    4. A text (ASCII) file on disk

                    5. A DIF (TM) file on disk


Type number, or use arrows, then press Return                    35K Avail.
```

5) Select the printer you will use, then press Return.

The next screen will ask you (at the bottom left) how many copies you want to print.

6) Press Return to print one copy of the report.

FINISHING UP

After your objectives have been printed,

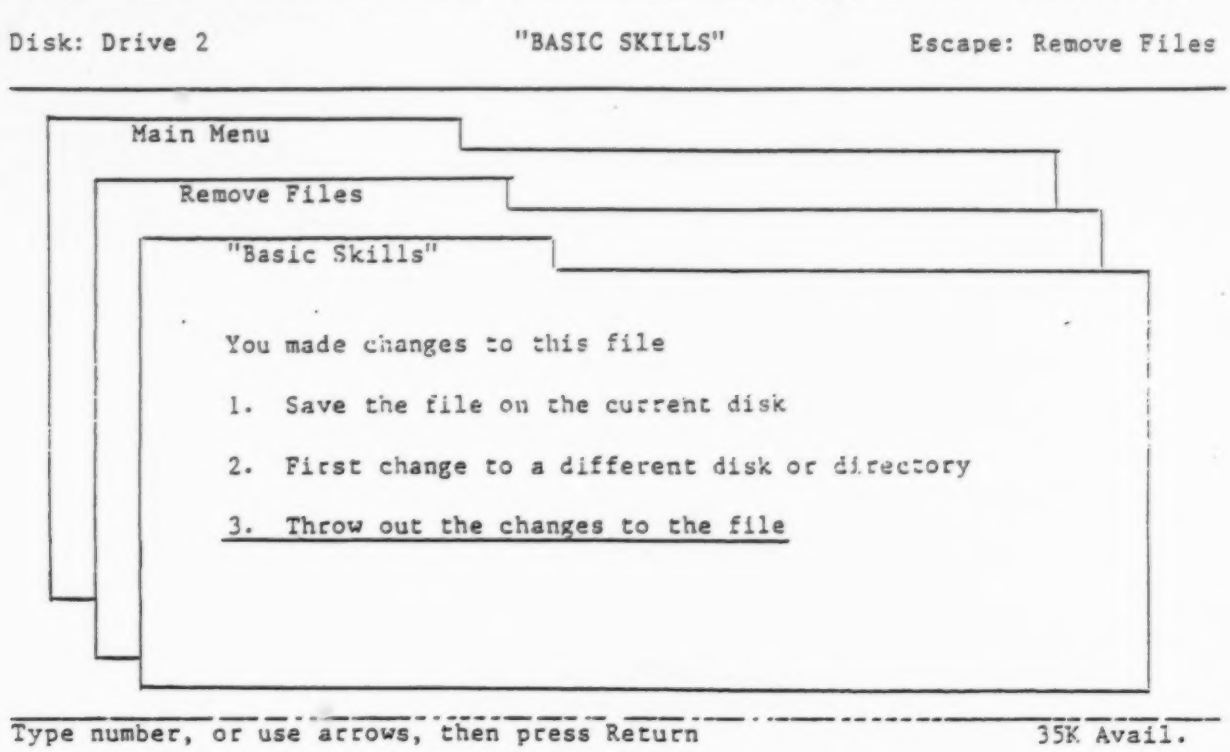
1) Press Esc three times to return to the MAIN MENU.

Choose option "4. Remove files from the Desktop" by

2) Pressing the 4 key, then Return.

At the REMOVE FILES screen,

3) Press Return to remove the file you have been working in. You should now see the screen below.


Disk: Drive 2
"BASIC SKILLS"
Escape: Remove Files
Main Menu
Remove Files
"Basic Skills"
You made changes to this file
1. Save the file on the current disk
2. First change to a different disk or directory
3. Throw out the changes to the file
Type number, or use arrows, then press Return
35K Avail.

You are given the opportunity to save the file before removing it. DO NOT SAVE THIS FILE!! Choose option "3. Throw out the changes to the file" by:

4) Pressing the 3 key, then Return.

You should now be back at the MAIN MENU screen.

To select objectives for another student, begin again with the instructions on Page 3.

SPECIAL EDUCATION CURRICULUM CONTINUUM

Introduction - MS-DOS Version

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GETTING STARTED

SYSTEM REQUIREMENTS:

This MS-DOS version of the Special Education Curriculum Continuum has the following system requirements:

An IBM (or compatible) computer with at least:
- MS-DOS (or PC-DOS) 2.10 or above
- 256K memory
- two disk drives
- a monochrome monitor
- and an IBM/Epson printer (or one capable of emulating an IBM printer) for condensed printing.

*** Note *** Unlike the Appleworks version, this compiled dBase version works directly on disk data, therefore please make sure you use backup "working" copies with your original in a safe place. (Use the DOS Disk copy command to make backups.)

PROGRAM STARTUP:

1. Boot your system using your version of DOS:
   a. Put your DOS disk in drive A.
   b. Turn on computer, monitor, and printer.
   c. Enter system date and time, as required.
2. When you reach the "A>" on the screen:
   a. Remove your DOS disk.
   b. Insert the program disk in drive A.
   c. Insert the data disk of your choice in drive B.
3. Type OBJ, and hit <ENTER>.
4. When the disk drive light goes off, you should see the MAIN MENU screen:

```
Disk in Use:  Curriculum Areas 10-11
10 - Socio
     Emotional          Special Education Curriculum
11 - Career                      Continuum
     Education     ==========================================

                        <H>elp on using this progras

                        <O>bjectives

                        <P>rinting Reports

<Shift>-<PrtSc>         <Q>uit
to print this screen
                        Your Choice:  Q

Developed For Transition
          Program/compiled by                    Curriculum Project,
          Computer Support Service          Education Transition Center
```

*** NOTE *** If there are "tagged" records from a previous use, then you will be notified at the top right of the screen.

OBJECTIVES

1. At the Main Menu chose option "O".

As you can see at the top of the screen printed below, you are in the MAINTENANCE/SELECTION section of the database, and you are in the "single record" format.

```
        Disk in Use: Curriculum Areas 1-4

Record Number:  1
      Special Education Curriculum Continuum      Maintenance/Selection
*************************************************************************

          In Progress:
    Curriculum Area:  11   Career Education
       Area Number:  V  A  10

        Skill Area:  Job Keeping Skills (K-12)

         Objective:
Demonstrate ? times, ability to cope constructively with job-related criticism.

 Evaluation Procedure:

          Complete:  __/__/__

Bet/Beg/End/Next/Prev/Skip/Modify/Add/Tag/Del/List/Filt/Untag/Help/Quit? M
```

GETTING AROUND:

Note that some information is visible in each area of the file: In Progress, Curriculum Area, Skill Area, Area Number, Objective, Evaluation Procedure, and Complete.

At the right bottom of the screen is the place where you will issue your command choice. Currently there is an "M" located there. If you pressed <ENTER> at this point you would be able to modify this record of information.

Along bottom of the screen are your possible command choices. Each choice can be made simply by hitting the first letter of the choice (example, hitting "D" would assume a delete command.) There is no need to hit <ENTER>, only the letter of your choice. This is true for all screen commands.

COMMAND SUMMARY:

<R>et - Retrieve: clears the information from the screen and provides a blank area for your to retrieve a record of information based on it's Curriculum Area (1-11) and Area Number. Entering information in both spaces is essential.

<B>eg - Beginning: takes you to the beginning record in the file.

<E>nd - End: takes you to the end record in the file.

<N>ext - Next: takes you to the next record in the file.

<P>rev - Previous: takes you to the previous record in the file.

<S>kip - Skip: lets you "skip" a certain number (that you determine) in the file.

<M>od - Modify: lets you edit or change anything in the record that is on the screen.

<A>dd - Add: lets you add a new record of information to the file.

<T>ag - Tag: "selects" an objective for later printing. Puts "Tagged" by In Progress on screen.

<D>el - Delete: lets you delete the current record of information; WILL REQUIRE VERIFICATION.

<L>ist - List: will clear the screen ad list the next 18 records in the file; if filter is on, only next 18 filtered records will be listed. To list all records or all filtered records, chose <B>eg prior to this choice.

<F>ilter - Filter: will only permit your selected records to be "listed" or shown on the screen; can be turned on or off (canceled).

<U>ntag - Untag: "de-selected" previously tagged objectives. Erases "Tagged" by In Progress on screen.

<H>elp - Help: will give you two screens of information - these commands summarized, and the editing keys/commands

<Q>uit - Quit: will return you to the Main Menu.

TO CHOOSE OR SELECT AN OBJECTIVE:

1. While at the Maintenance/Selection screen, hit "T".
2. "Tagged" will show on screen beside In Progress.

TO CUSTOMIZE THE OBJECTIVE:

1. While at the Maintenance/Selection screen, hit "M".
2. Position the cursor to the area of the screen you want to customize or change
3. Hit <PgDn> or <PgUp> to accept the screen.
4. When asked to save, respond by hitting "Y".

CREATING YOUR OWN OBJECTIVES:

1. While at the Maintenance/Selection screen, choose "A".
2. A blank screen will be provided for your new objectives and associated infofmation.
3. When completed typing in your new information, hit <PgDn> or <PgUp> to accept the screen.
4. When asked to save, respond by hitting "Y".

VIEWING ONLY YOUR SELECTED OBJECTIVES: (Turning Filter On)

1. While at the Maintenance/Selection screen, choose "F".
2. When asked to set filter, respond with "Y".
3. A "FILTER ON" reminder will be at the top of the screen.
8. To see a "multiple" listing of your objectives, choose "L".
9. To send this listing to the printer (in screen format only), use <Ctrl>-<P>. Use <Ctrl>-<P> again to turn off printer.

VIEWING ALL OBJECTIVES ON THE FILE: (Turning filter off)

1. While at the Maintenance/Selection screen, choose "F".
2. When asked to set filter, respond with "C".
3. The "FILTER ON" will be removed from the screen.

PRINTING THE OBJECTIVES

1. While at the Main Menu, choose "P".
2. At the Print Menu, verify the number of "Tagged" records on the screen.

As the screen below shows, at this point, you have two types of reports available to you:

```
Special Education Curriculum Continuum                Printing Reports
═══════════════════════════════════════════════════════════════════════

            Disk in Use:  Curriculum Areas 10-11
            Tagged Records:   9

    <L>ist of ALL Objectives on file

    <S>tatement of Annual Goals and Short Term Instructional Objectives

    <Q>uit to main menu

                    Your Choice: Q
```

Choosing <L> will send a report to the printer which will list out all objectives on the particular file.

Choosing <S> will send a report in the format needed by the "Statement of Annual Goals and Short-Term Instructional Objectives:. Only those objectives that have been previously selected "tagged", will be printed. Your printer must be able to accept the IBM/Epson control codes for condensed print, otherwise the report will not fit the appropriate format. Respond by hitting "Y" when asked if your printer is ready. If needed, you will be prompted for another form to be put in the printer.

Choosing <Q> will return you to the Main Menu.

FINISHING UP:

1. While at the Main Menu, press "Q".

2. You will be asked to leave all records that you tagged, as tagged OR Untag all records before final exit of the program.

3. When the disk drives quit, remove disks and turn off the machine.

4. Please be sure to get all the way back to the A> before removing disks!

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APPENDIX A

COMMITTEE MEMBERS RESPONSIBLE FOR DEVELOPMENT
OF THE MERCED SELPA SPECIAL EDUCATION CURRICULUM

Special Education Teachers and Specialists:

Jane Ginsberg	-	Merced Union High School District
Roland Gohl	-	Los Banos Unified School District
Carol Huffman	-	Merced County Schools Office
Joel Knox	-	Merced City School District
Roberta Lewis	-	Merced Union High School District
Diane Machado	-	Merced County Schools Office
Ralph Mendershausen	-	Merced Union High School District
Joanne Partin	-	Los Banos Unified School District
George Rittenmeyer	-	Los Banos Unified School District
Ida Rossie	-	Livingston Union School District
Steven Rupp	-	Merced Union High School District
John Russell-Curry	-	Merced County School Office
Al Silveira	-	Atwater School District
Carole Warner	-	Gustine Unified School District

Other Educators:

Lee Andersen	-	SELPA Coordinator, Merced County Schools Office
Judge Brown	-	Vocational Specialist, Merced Union High School District
Richard Kleitman	-	Vocational Specialist, Merced County Schools Office
Marie Strong	-	Psychologist, Merced Union High School District
Don Townsend	-	Program Specialist, Merced County Schools Office

California Department of Education

DEFINITION OF TRANSITION

Transition is a purposeful, organized and outcome-oriented process designed to help every "at risk" student move from school to employment and a quality adult life.

Expected student outcomes of a successful transition include meaningful employment and participation in the community (e.g. living arrangements, social activities, recreational activities, on-going educational opportunities, etc.).

The California educational system is responsible for providing quality educational opportunities and for coordinating with other service delivery systems to provide a broad array of services and activities to help the student move to a successful adult life.

"At risk" students are those who experience barriers to successful completion of school including individuals with exceptional needs.

Successful transition has several components:

a. **TRANSITION FOUNDATION:** The foundation provides the opportunity for students to gain the skills necessary for successful involvement in employment and adult life. The foundation is laid as soon as exceptional needs are identified and continues until the student completes movement from school to work and adult life. This could occur as early as one or two months of age and continue through age 21.

b. **TRANSITION PROCESS:** The transition process, begins by age 14 or the ninth grade. It involves the student, the family, key education, adult service and other providers working together to assess needs, plan and implement education, training and other activities.

Planning is a critical part of the transition process. A written plan is developed and implemented for each student no later than age 14 or the ninth grade. Planning is a joint effort involving the student, the family, education personnel, adult service and other providers.

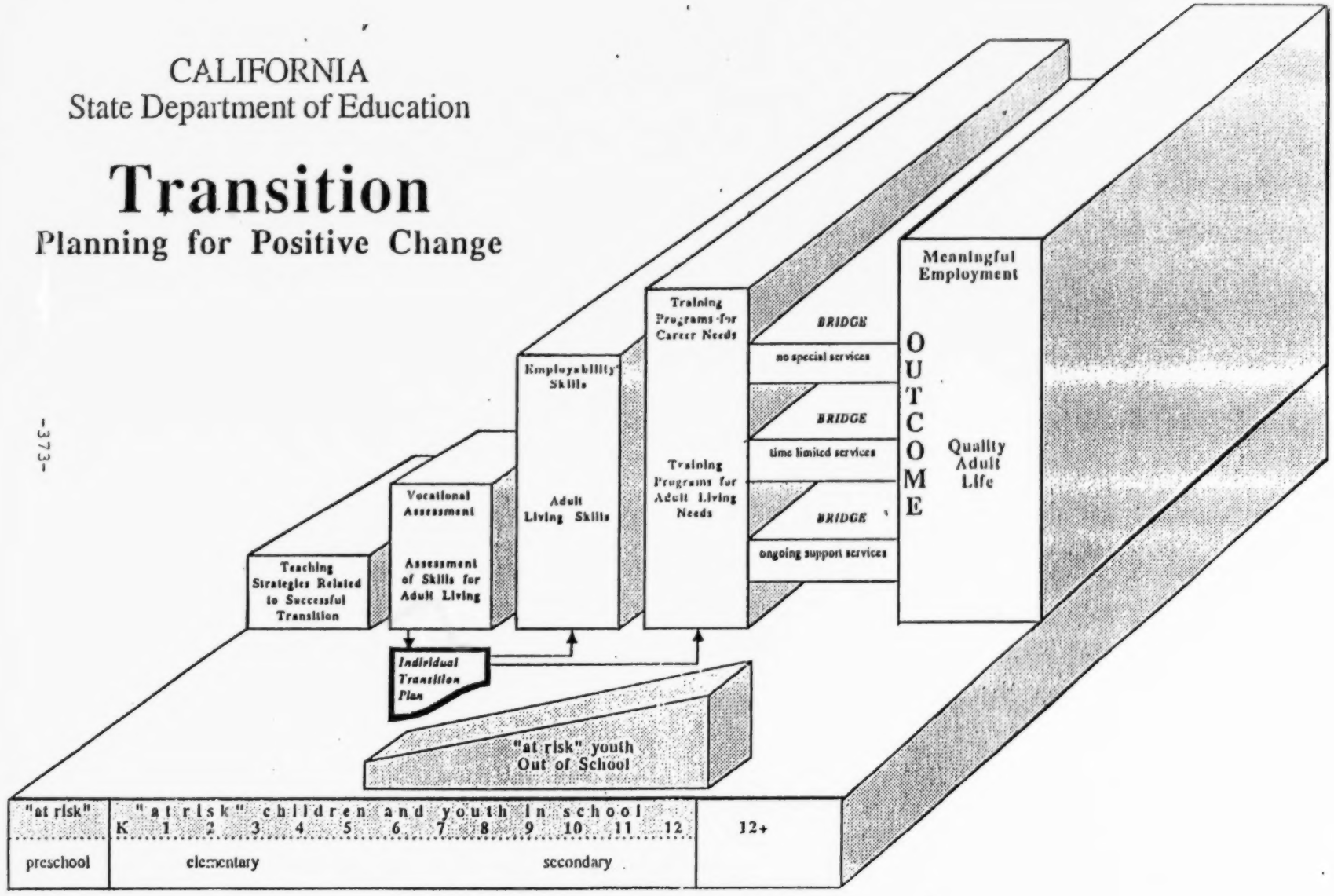
c. **TRANSITION CULMINATION:** The transition culmination refers to the span of time encompassing: a) the last two years of secondary school; b) the point of separation from school; and c) the two years following the point of separation. During this time, responsibility for transition management shifts from the educational system to the student, the family and/or the adult service delivery system. During this period the student engages in activities related to life in the community.

d. **TRANSITION FOLLOW-UP:** The California educational system will be responsible for following the student for two years after movement into employment and community life. Specific responsibilities include: monitoring and evaluating student outcomes; analyzing the implications of this evaluation for transition programs; and referring students and/or their families to other service providers if necessary.

CALIFORNIA
State Department of Education

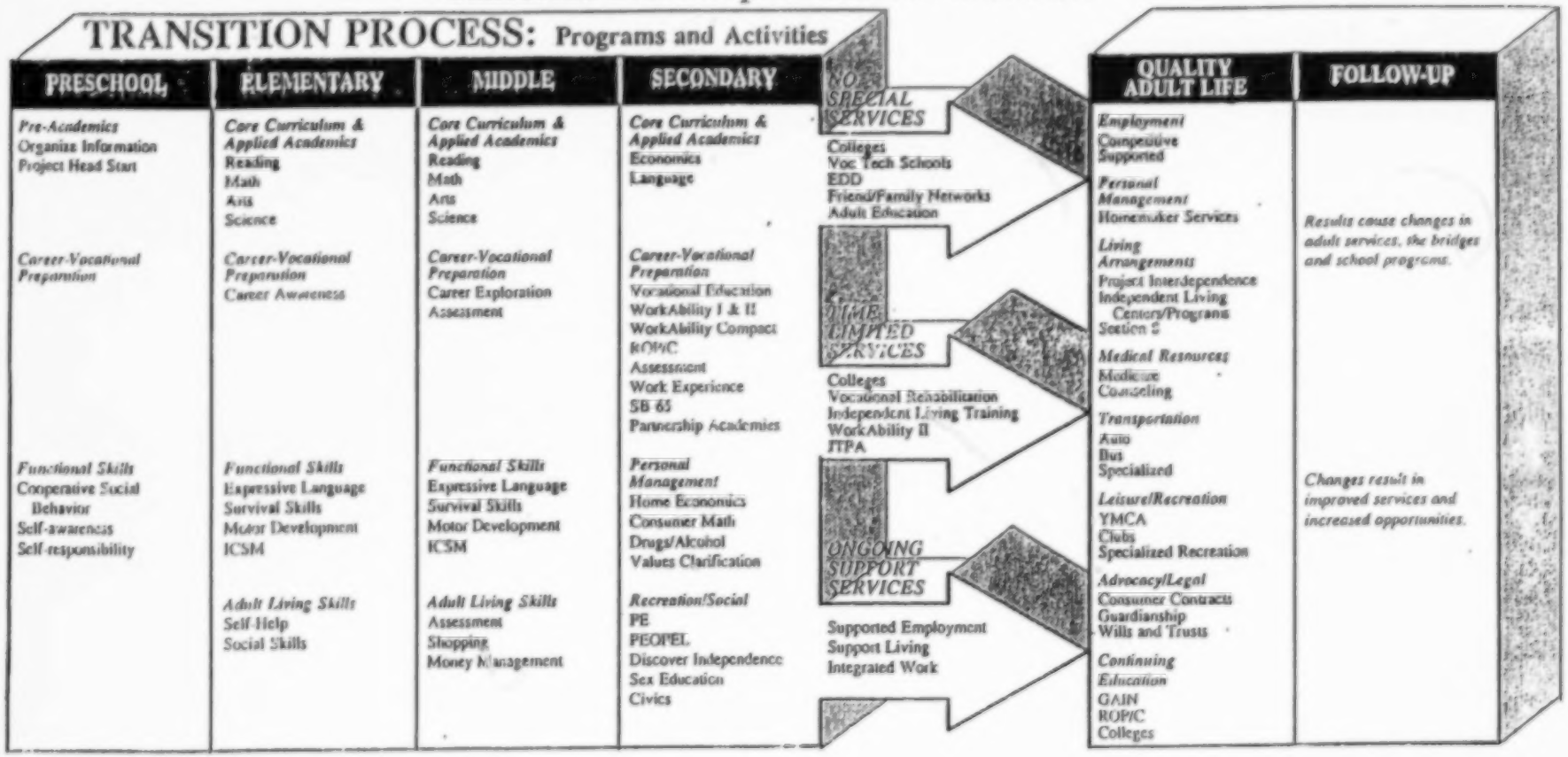
Transition

Planning for Positive Change



California State Department of Education

TRANSITION PROCESS: Programs and Activities



Approved by California State Dept. of Education
5/21/87

APPENDIX C

Excerpt from:

"INDIVIDUALIZED TRANSITION PLANS:
ANSWERS TO SIX KEY QUESTION"

Rheta B. King, CRC
Thomas E. Backer, Ph.D.

_____ REGIONAL REHABILITATION NETWORK, Los Angeles, January 1987

Transition programs are proliferating, both for disabled students moving into work and community life, and for adults with disabilities transitioning from more to less sheltered work settings. Just as strategic planning is accepted practice in many private-sector businesses, so schools, rehabilitation agencies and other service delivery organizations are finding they need to do transition planning to maximize a program's effective service to students/clients. One approach to this planning process is to construct for each participant a written plan with goals and activities, called an Individualized Transition Plan (ITP). The purpose of this Fact Sheet is to provide transition personnel with some information resources helpful in developing and using the ITP approach. The resources are organized under six commonly asked questions about ITPs.

• What are the purposes of an Individualized Transition Plan?

Most transition programs are by their nature collaborative, multiservice activities. Helping students or adults with disabilities in the transitional process typically requires coordinated activity by a number of players-- vocational rehabilitation couselors, school personnel (vocational education, special education and others), adult service providers, and employers. Thus the first purpose of an ITP is to COORDINATE these multiple services-- maximizing chances for synergy and productive overlap reducing duplication of services, prevention service interruption.

Second, because transition is a process taking place over a considerable period of time for most people, the ITP allows MEASURING PROGRESS.

The third purpose of the ITP is promoting PARTICIPATION in the transition program by parents and by the disabled person him/herself.

The importance of formal planning in the complex process of transition programs is underscored by some recent research conducted by the Human Resources Center in New York. In a speech to the 1986 Projects with Industry National Conference, researcher Dr. Diane Liebert cited the ITP as one of eight program elements found critical to overall program success in her Center's study of effective transition programs.

• How is an ITP constructed?

There are many ways to construct an ITP. Examples of specific forms are available from Project IMPACT, Sonoma Transitions Project, and other resources listed at the end of this Fact Sheet. Several of the organizations listed also can provide technical assistance to those wishing to develop their own ITP process.

Nine content areas are addressed in almost all ITPs:

* Job training and placement activities
* Continuing education activities
* Income support needs (earnings, SS, will or trust)
* Residential/housing needs
* Transportation needs
* Community recreation/leisure activities
* Maintenance of family relationships
* Advocacy/guardianship needs
* Insurance/medical needs

Most forms use a "grid" which lays out these content areas against important process domains such as:

* Objective (a goal, usually stated in terms of achieving or maintaining independence for the disabled person:
* Activities (what is required to achieve the objective)
* Responsible persons/agencies (who will work with the disabled person and his/her parents to achieve the objective)
* Target data

In school-to-work transition programs, transition planning typically commences when the student is 14. Schools often take the primary responsibility for initiating this planning process; however, in some situations parents also may advocate for the use of ITPs. The initial plan looks ahead to the anticipated date of exit from the school system (twenty-second birthday or before).

Adult ITPs often center on the movement of a disabled person from a more-sheltered to less-sheltered setting. While many of the key issues may involve employment (e.g., transitioning from a sheltered workshop to an enclave, mobile work crew or even to competitive employment), independent living issues often are also included (e.g., learning to use a public transportation system).

• How does the ITP relate to IEP, IWRP and IHP?

The Education of the Handicapped Act of 1975 requires a written Individualized Education Plan (IEP) for all handicapped children in the public schools. Similar requirements are in the Rehabilitation Act of 1973 regarding Individualized Written Rehabilitation Plans (IWRPs) for adults with disabilities. Individualized Habilitation Plans (IHPs) also are required in programs serving developmentally disabled persons. These requirements for written plans covering services to disabled persons all predate the current wave of activity in transition programs. Thus ITPs usually have to "fit into" existing community structures and practices about producing written plans for disability-related services.

Because the ITP is broader than the IEP, there are benefits to writing it as a separate document. At initial and subsequent planning meetings, the ITP can be reviewed first, then the IEP can be updated, ensuring that the necessary educational implementation of ITP goals is included. Some school districts include all of the transition planning elements within the IEP rather than establishing a separate document.

Similarly, transition activities can be embedded within an IWRP or and IWP, or a separate and parallel document can be prepared for these adult service activities. In many cases, a good ITP can serve as a bridge between the IEP and the IWRP or IWP.

• How do school and adult service personnel work together on ITPs?

A team approach is used in most transition planning processes. This means regular meetings (at least on an annual basis), first to set the content of the ITP, and then to review progress and modify it as necessary. The aim is consensus, and specific accountability for all parties in the written terms of the ITP. The team may add or drop members based on current and projected service needs for the disabled person. Also, the leadership responsibilities in the ITP process may change; for example, as a youth nears graduation from the school system, an adult service provider may take over the responsibilities of the teacher on the ITP team.

For school personnel, the ITP serves as the broader framework into which the IEP fits. It gives a context to the educational goals and provides insights into the student's post-school objectives which may be used to motivate performance now.

For rehabilitation and adult service personnel the ITP provides a way of integrating their present or future services into the disabled person's overall progress, especially in the case of students where full service provision may be several years in the future.

The final phase of ITP planning includes having representatives from all human service agencies which are providing funding for support services, the client, parent and/ or residential service provider review the client's status, and identify any quality of life issues that may require additional or different support services. This is the phase in which the success of the ITP is evaluated.

• How do people with disabilities and their parents participate?

A critical part of effective transition planning is getting active participation in the planning process by disabled youth or adults, and by their parents whenever appropriate. IEP, IWRP and IWP planning processes, all emphasize the importance of honoring student/client and parent preferences. And all recognize that their commitment to the plan is essential for successful outcome. This is equally true for ITPs.

Often, getting disabled people and parents involved requires special encouragement. They may be less experienced in these procedures than educators and adult service providers, and thus inhibited or intimidated by the team planning process. Formalizing their involvement as team members is usually a critical step in overcoming such problems.

- What resources are available for developers of ITPs?

Because the Office of Special Education and Rehabilitative Services in the U. S. Department of Education, along with other funding agencies, has been supporting significant developmental work on transition services, there are now a fair number of resources for learning more about ITPs and related matters in transition planning. If your agency (perhaps in conjunction with other service deliverers involved in your local transition effort) is developing an ITP process, a first place to look may be in your own geographic area-- for another city or school district that has had success in generating effective ITPs. Local technical assistance consultation may be of great value in making your own ITP process successful.

APPENDIX D

TRANSITION RELATED CURRICULA

A Career Guidance Planning and Placement Guide, Preschool-12th Grade, Vallejo City Unified School District, 1986, Vallejo, CA.
A counseling and communications resource with materials for levels preschool through grade 12.

Analysis of Basic Skill Competencies of Learning Disabled Adolescents, University of Florida, 1986, Gainesville, Florida.
Compared the performance of 10th grade learning disabled students on a minimum competency test of basic skills and functional literacy, as well as the opinions of employers about the importance of skills assessed on that test.

Comprehensive Learner Adapted Scope and Sequence Project Class, Jean N. Walling, 1986, Garland, Tex.
Includes goals and objectives, scope and sequence, computerized access, and IEP generation, birth-12th grade.

Comprehensive Model of Curriculum and Placement, San Diego Unified School District, Special Education, 1985, San Diego, CA.
Provides a Curriculum Continuum for serving special education students, K-12, that parallels regular education curriculum.

Course of Study; Graduation Requirements and Course descriptions, Los Angeles County Office of Education, 1983, Los Angeles, CA.
Describes the instructional program and is designed to be used by parents, administrators, teachers and students.

Curriculum Development Checklist, California Curriculum Alliance, 1979, Downey, CA.
Identifies 14 principles of comprehensive curriculum development and suggests questions for curriculum developers to explore.

Curriculum Guide for Learning Handicapped Programs, Office of the Fresno County Superintendent of Schools, 1983, Fresno, CA.
Defines the flow of program services and establishes a framework for consistency in curriculum areas for primary, intermediate and high school students.

Curriculum Review Checklist, Charter Oak Unified School District, Undated, Covina, CA.
Developed by the Division of Special Education as a curriculum field test survey.

Description of the Contents of a Mini Library, University of Montana, 1986, Missoula, Montana, National Center for Career Education.
Contains five packets of "modules" covering math, science, language arts, social studies and guidance from K-12.

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Institute on Secondary and Transitional Services for Handicapped Youth, University of Washington, 1986, Seattle, Wash.
Identifies factors which assist handicapped youth in the transition from school to adult life.

Leon's Intensive Training for Employment (LITE), Leon County Schools, 1986, Tallahassee, Florida.
A four-year vocational program for exceptional students (physically handicapped, learning disabled and mildly retarded) in grades 9-12.

Life-Centered Career Education, University of Missouri-Columbia, 1986, Columbia, Missouri.
Represents a compendium of work done over the past 15 years that is widely used to teach special education students important skills for successful transition from school to work.

Life Skills Continuum, Mt. Diablo Unified School District, 2986, Concord, CA.
Covers the basic life skill areas.

Model General Occupational/Employability Skills, University of California, Davis, Department of Applied Behavioral Sciences, 1986, Davis, CA.
A framework of generic employability skills that may be infused into the instructional delivery system in a variety of ways and at various grade levels.

Modular Educational Achievement Descriptor (MEAD), Oakland Schools, 1976, Pontiac, Michigan.
Curriculum objectives in the areas of communications, mathematics, career education, social emotional, reading and preschool.

Project Impact: Building Bridges to Community Resources, Dallas Independent School District, Dallas, Texas.
To facilitate the movement of individuals with severe and moderate handicaps from public school services to appropriate community services.

Secondary Transition and Employment Project, University of Idaho, 1986, Moscow, Idaho.
Curriculum includes career exploration, functional academics, job-related social skills, and adaptation of vocational education curricula.

Special Education Administrative & Instructional Guide/Curriculum Disks, Cecil County Public Schools, 1985, Elkton, Maryland.
Two separate programs with two sets of materials for each.

Special Education Curriculum: Competencies, Objectives, Performance Evaluation, Santa Clara County, 1980, San Jose, CA.
Competency-based curriculum designed to meet the most critical survival instructional needs of exceptional students.

Special Education Curriculum Framework: Critical Competencies, Santa Clara County, 1980, San Jose, CA.
Contains areas mandated by P.L. 94-142, AB 1250, and AB 1870, including linkage with the regular education course of study.

Special Education Curriculum Resource Guide 9-12, Riverside Unified School District, 1985, Riverside, CA.
Practical and flexible reference to help high school special education teachers and counselors plan and implement educational programs for special education students.

Transition Checklist for Parents and Young Adults with Disabilities, Syracuse University, Center for Human Policy, 12986, Syracuse, N.Y.
Initial assessment of areas that may need further attention in order that individuals with handicaps become ready for the transition to adult life.

APPENDIX E

TRANSITION CURRICULUM GOALS BY STATE MODEL AREA

ENGLISH/LANGUAGE ARTS

Psycho-Perceptual Skills

Pre-Writing Skills (F)

Auditory Perceptual Skills (F)
Visual Perceptual Skills (F)

Early Development Skills

Fine Motor Skills and Behaviors (F)
Pre-Speech (F)
Speech and Language Skills (F)
General Knowledge and Comprehension (F)
Readiness (F)
Basic Reading Skills (F)
Manuscript Writing (F)

Basic Skills

Readiness (FPC)
Reading/Word Recognition (FP)
Reading/Literature (FP)
Reading/Word Analysis (FP)
Reading/Vocabulary (FPC)
Language Arts/Handwriting (FPC)
Language Arts/Grammar Mech.
Language Arts/Spelling (FP)
Language Arts/Reference Skills (FP)

Comprehensive Basic Skills

Readiness (F)
Speech (FP)
Word Recognition Grade Placement (FP)
Oral Reading Grade Placement (FP)
Reading Comprehension Grade Placement (Literature) (FP)
Word Analysis (F)
Functional Word Reading (FP)
Listening (FP)
Spelling (FP)
Writing (FPC)
Reference Skills (F)

Essential Skills

Word Recognition Grade Placement (FP)

Oral Reading (FP)
Reading Comprehension (Literature) (FP)
Word Recognition (F)
Word Analysis (F)
Reference Skills (FP)
Schedules and Graphs (FP)
Writing (FP)
Forms (P)
Spelling (FP)
Physical Education

Basic Living

Travel and Transportation (FPC)
Food and Clothing (FPC)
Oral Communication, Listening and Telephone (FPC)
Written Communication (PC)
Time Management

Social Emotional

Work Habits/Task Completion (FP)

MATH

Psycho-Perceptual Skills

Pre-Writing Skills (F)

Early Development Skills

Math (F)

Basic Skills

Mathematics/Grade Level (FP)
Mathematics/Numbers (F)
Mathematics/Operations (F)
Mathematics/Measurement (FPC)
Mathematics/Geometry

Comprehensive Basic Skills

Graphs and Maps (F)
(PC)
Math Grade Placement (FP)
(PC)
Numbers (F)
Number Facts (F)
Computation of Whole Numbers (F)
Fractions and Mixed Numbers (F)
Decimals (F)
Percentage (F)
Measurement (FPC)
Metrics (FP)
Mathematical Vocabulary (F)

Essential Skills

Math Grade Placement (FP)
Numbers (F)
Number Facts (F)
Computation of Whole Numbers (F)
Fractions (F)
Decimals (F)
Percents (FPC)
Measurement (FPC)
Metrics (FPC)
Math Vocabulary (FP)

Basic Living

Money and Finance (FPC)
Food and Clothing (FPC)
Consumer Education/Consumer of Goods (PC)
Consumer Education/Consumer of Services

Consumer Education/Financial Consumerism

Consumer Education/Record Keeping

PHYSICAL EDUCATION

Psycho-Perceptual Skills

Gross Motor Development (F)
Fine Motor Control (F)
Visual Perceptual Skills (F)

Early Development Skills

Pre-Ambulatory Motor Skills and Behaviors (F)
Gross Motor Skills and Behaviors (F)
Fine Motor Skills and Behaviors (F)

Basic Living

Leisure Activities (FPC)

VISUAL & PERFORMING ARTS

Psycho-Perceptual Skills

Fine Motor Control (F)
Pre-Writing Skills (F)
Visual Perceptual Skills (F)

Early Development Skills

Fine Motor Skills and Behaviors (F)
Speech and Language Skills (F)

Essential Skills

Oral Reading (FP)

Basic Living

Leisure Activities (FPC)

HISTORY/SOCIAL SCIENCE

Comprehensive Basic Skills

Reference Skills (F)
Graphs and Maps (F)

Science

Technology, Individuals, and Society, Grades K-9 (FP)
Biological Science Curriculum Continuum, Grades 9-12 (PC)

Social Studies

Kindergarten-Myself and Others in My World (F)
Grade One - People at Home and at School (F)
Grade Two - People as Members of Groups (F)
Grade Three - People as Members of Communities (F)
Grade Four - The People of a Region: California (F)
Grade Five - The People of a Nation: The USA. (F)
Grade Six - Our World, Its Diverse Peoples/Societies (P)
Grade Seven - The Changing World (P)
Grade Eight - The American Experience (P)
Geography/Earth as a Whole (9-12) (P)
Geography/The Continents (9-12) (P)
US History/Geography/Early US History and Geography (9-12) (P)
US History/Geography/Development of Modern America & Geography (9-12) (P)
US History/Geography/Modern American Events and Problems (9-12) (FP)
World History/Culture/Geography/Early World History (9-12)

Social Studies (cont.)

World History/Culture & Geography/Modern World Development (9-12) (P)
World History/Culture/Geography/The Contemporary World (9--12) (P)
American Gov. & Civics/Origins & Background of American Govt (9-12) (P)
American Gov. & Civics/Structure/Operation of Amer Institute (9-12) (P)
American Gov. & Civics/Role of Individual in Government (9-12) (PC)
American Gov. & Civics/Civil Liberties and Civil Rights (9-12) (PC)
American Gov. & Civics/Federal, State and Local Government (9-12) (PC)
American Gov. & Civics/The United States and the World (9-12) (P)
American Gov. & Civics/Contemporary American Government (9-12) (PC)
Economics/Vocabulary (9-12) (P)
Economics/Tools (9-12) (P)
Economics/Indicators (9-12) (P)
Economics/Scarcity (9-12) (P)
Economics/Systems (9-12) (P)
Economics/U.S. Economy (9-12) (P)
Economics/Basic Units of Study (9-12) (P)
Computer Literacy/The Use of Computers in Society (9-12) (FPC)
Computer/Literacy/Basic Computer Operation (9-12) (FP)
Computer Literacy/Basic Computer Programming (9-12) (PC)
First Aid (9-12) (FPC)
Driver Education (9-12) (P)

Basic Living

Travel and Transportation (FPC)

APPENDIX E (continued)

SCIENCE

Science (grades)

Technology, Individuals, and Society (K-9) (FP)
Biological Science/Cells, Genetics and Evolution (K-9) (FP)
Biological Science/Plants (K-9) (FP)
Biological Science/Protists (3-9) (FP)
Biological Science/Animals (K-9) (FP)
Biological Science/Human Beings (K-9) (FP)
Biological Science/Ecosystems (K-9) (FP)
Earth Science/Astronomy (K-9) (FP)
Earth Science/Geology and Natural Resources (K-9) (FP)
Earth Science/Meteorology (K-9) (FP)
Earth Science/Oceanography (K-9) (FP)
Physical Science/Matter (K-9) (FP)
Physical Science/Mechanics (K-9) (FP)
Physical Science/Energy:Sources and Transformations (3-9) (FP)
Physical Science/Energy:Heat (K-9) (FP)
Physical Science/Energy:Light (K-9) (FP)
Physical Science/Energy:Electricity and Magnetism (K-9) (FP)
Physical Science/Energy:Sound (K-9) (FP)
Science: Skills, Attitudes and Knowledge (9-12) (PC)
Biological Science Curriculum Continuum (9-12) (PC)
Physical Science (9-12) (PC)

Social Studies

First Aid (FPC)

Health.Safety

Drug and Alcohol Abuse/Drugs (FPC)
Drug and Alcohol Abuse/Alcohol (FPC)
Human Anatomy (FPC)
Safety (F)
Personal Hygiene (FPC)
Communication with Medical Personnel/Services (PC)
Diseases/Disabilities (P)

Basic Living

Food and Clothing (FPC)
Consumer Education/Consumer of Services (PC)

CAREER/VOCATIONAL

Science (grades K-9)

Technology, Individuals, and Society (FP)

Social Studies

Computer Literacy/The Use of Computers in Society (9-12) (FPC)
Computer LIteracy/Basic Computer Operation (9-12) (FP)
Computer Literacy/Basic Computer Programming (9-12) (PC)

Health Safety

Safety (F)

Basic Living

Money and Finance (FPC)
Travel and Transportation (FPC)
Food and Clothing (FPC)
Oral Communication, Listening and Telephone (FPC)
Written Communication
Time Management
Consumer Math/Consumer of Goods (PC)
Consumer Math/Consumer of Services (PC)
Consumer Math/Financial Consumerism (PC)

Social/Emotional

Work Habits/Task Completion (FP)
Work Habits/Independent Work (FP)
Work Habits/Following Directions (FP)
Work Habits/Accepting/Rejecting Criticism (FPC)
Work Habits/Evaluating Work Habits (FP)
Relationships/Self Concept (FP)
Relationships/Resolving Conflicts (FPC)
Relationships/Responding in Social Situations (FPC)
Relationships/Respecting Rights of Others (FPC)
Relationships/Self Management (P)
Relationships/Goal Setting (PC)
Adapting to Environment/Abiding by Laws/Rules (FPC)
Adapting to Environment/Maintaining Environment (FP)

Career Education

Career Awareness (9-12) (FPC)
Career Exploration (9-12) (FPC)
Career Decision Making (7-12) (PC)
Job Seeking Skills (7-12) (FPC)
Job Keeping Skills (7-12) (FPC)
Vocational Skills (9-12) (PC)
Self-managment/Goal setting (K-12)(See Social Emotional under same titles)

SOCIAL/EMOTIONAL

Basic Living

Consumer Education/Consumer of Services (PC)

Social Emotional

Work Habits/Task Completion (FP)
Work Habits/Independent Work (FP)
Work Habits/Following Directions (FP)
Work Habits/Accepting/Rejecting Criticism (FPC)
Work Habits/Evaluating Work Habits (FP)
Relationships/Self Concept
Relationships/Resolving Conflicts (FPC)
Relationships/Expressing Feelings (FP)
Relationships/Responding in Social Situations (FPC)

Social Emotional

Relationships/Respecting Rights of Others (FPC)
Relationships/Self Management (P)
Relationships/Goal Setting (PC)
Adapting to Environment/Abiding by Laws/Rules (FPC)
Adapting to Environment/Maintaining Environment (FP)
Adapting to Environment/Reality (FPC)

SELF-HELP

Early Development Skills

Self Help Skills (F)

Comprehensive Basic Skills

Measurement (FPC)

Health.Safety

Safety (F)
Personal Hygiene (FPC)
Communication with Medical Personnel/Services (PC)
Diseases/Disabilities (P)

Basic Living

Consumer Math/Consumer of Goods (PC)
Consumer Math/Consumer of Services (PC)
Consumer Math/Financial Consumerism (PC)

APPENDIX F

TRANSITION PROJECT EXAMPLES

Description of Student Joey, 6th grade student, Resource Specialist Program

- Academic
  Reading: 5th grade, Writing: 4th grade, Math: 4th grade

- Social/Emotional
  Low self-esteen; eager to please, shy when approaching adults
  Interested in Joining 4-H, as his older brother did

Transition Statement

Joey will research, purchase, plan, plant, and maintain a vegetable garden in his back yard. As a culmination of the project, Joey will sell the vegetable through the 4-H club and, at a club meeting, present a log of his activities.

Goals and Objectives

Consumer Education/Financial Consumerism — VIII C 1e-f PC (Basic Living)
Objective: Demonstrate competency in ? of the following 6 situations when developing a weekly and monthly budget, with ? % accuracy: e. Have a record of the money spent; f. Set money aside for savings or emergency expenses.
Instr. Mat.: LCCE: DL 1.4

Consumer Education/Financial Consumerism — VIII C 2a-b PC (Basic Living)
Objective: Demonstrate competency in ? of the following 5 situations when engaging in financial transactions with banks with ? % accuracy: a. Deposit or withdraw money in a savings account; b. Deposit or withdraw money in a checking account.
Instr. Mat.: LCCE: DL 1.3

Lang. Arts/Reference Skills — III D 9 FP (Basic Skills)
Objective: Demonstrate map reading skill by using symbols on a map, identifying ? of 4 directions and maintaining orientation.
Instr. Mat.:

Work Habits/Task Completion — I A 7 FP (Social/Emotional)
Objective: Organize work materials.
Instr. Mat.:

Work Habits/Independent Work — I B 9 FP (Social/Emotional)
Objective: Perform tasks without receiving feedback or rewards for ? minutes.
Instr. Mat.:

Goals and Objectives (continued)

Biological Science/Plants Objective: Observe and describe what happens to plants that are deprived of water. Instr. Mat.:	II B 2 (Science)	F
Biological Science/Plants Objective: Observe and compare three similar plants, one placed in a hot environment, one in a cold environment, and one in a moderate environment (e.g., classroom temperature). Instr. Mat.:	II B 4 (Science)	F
Biological Science/Plants Objective: Collect illustrations of flowering plants and make a display of them. Observe plants grown from actual fruits; e.g. beans, avocados, or citrus. Instr. Mat.:	II B 7 (Science)	F

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Description of Student

San - Beginning 11th grade.

- Reading - 2.0
  Spelling & Writing - 2.0
  Math - 4.0
  Lang. Oral language is appropriate
- Friendly
- Member of Future Farmers of America
- Good work habits
  (on time - on task - prepared for work)
- Likes to work with hands - but not mechanics

Transition Statement

During 2nd semester of his Junior year, San will participate in a subsidized work experience program having a work site in the meat cutting area. He will provide his own transportation. Resource Teacher and ROP Meat Cutting Instructor will communicate often on academics relating to meat cutting. Parent will help San record his earnings and expenses in a daily journal.

Goals and Objectives

Career Exploration — SS A 11 PC (Career Education)
Objective: Define and explain 7 job options within a given vocational field (e.g. hotel/motel, store, restaurant)
Instr. Mat.: JCAP: Units 1-9

Job Keeping Skills — V A 7 PC (Career Education)
Objective: State 7 valid reasons for absences and demonstrate how to call in for each.
Instr. Mat.: LC 23: LSW 12, PP 12a
LCCB: GS 10.91
PATHS: MOD 6, COMP 6

Job Keeping Skills — V A 9 C (Career Education)
Objective: Demonstrate ability to transport self to and from job site for 7 consecutive work days.
Instr. Mat.:

Goals and Objectives (continued)

Vocational Skills
Objective: Define and explain 7 terms related to a specific vocational setting.
Instr. Mat.: HOW TO: PP 50
JCAP: Units 1-6

VI A 1 PC
(Career Education)

Vocational Skills
Objective: Demonstrate ability to follow 7 safety rules for a specific job.
Instr. Mat.: SUCCEED: PP 5
LOCS: CS 19.03

VI A 3 PC
(Career Education)

Vocational Skills
Objective: Participate in the following: vocational classes, work experience, regional occupation program, on the job training, volunteer work, transition or supported work program.*
Job secured by student.
Instr. Mat.: BEE: 9-2, PP 339

VI A 6 PC
(Career Education)

Consumer Education/Financial Considerations
Objective: Demonstrate competency in 7 of the following 6 situations when developing a weekly and monthly budget, with 7 % accuracy: a. Have a record of the money count; f. Set money aside for savings or emergency expenses.
Instr. Mat.: LOCS: CS 1.4

VIII C 1a-f PC
(Basic Living)

* This and other items are underlined in Transition Projects objectives to indicate they are the most relevant to student's needs.

Description of Student

Lee - 7th grade boy

- IQ range 65 - academics uniformly below expected level.
- Has some friends in special education program.
- Strong family support in the following areas: economical, social and emotional
- Plays with younger children
- Not in sports or clubs
- Loves pets: dog and cat
- Cooperative
- Will try endlessly with repetitive errors

Transition Statement

Lee will research, request and, if accepted in the program, care for a guide dog for the blind, maintaining a required 4-H journal. Parents have identified financial support from a local community organization. He will also research related career fields, including a job shadowing experience with a veterinarian. Lee will report on careers in the animal care field.

Goals and Objectives

Career Exploration — II A 3 PC (Career Education)
Objective: Participate in 7 of the following: (a) job related presentation (as part of audience); (b) on-campus work activity; (c) field trip; (d) career center activities; (e) job shadowing; (f) interview a person about his/her job.
Instr. Mat.: LCCE: 05, 17.78, 17.80
PATHS: MOD 2, COMP 2; MOD 2, COMP 2, COMP 3, COMP 3, COMP 4

Career Decision Making — III A 12 P (Career Education)
Objective: Write a job search report, using career center, employer interviews, library, etc.
Instr. Mat.: MDM TD: PP 1

Work Habits/Task Completion — I A 2 PP (Social/Emotional)
Objective: Carry out 7 teacher directions within 7 minutes.
Instr. Mat.:

Work Habits/Independent Work — I B 5 PP (Social/Emotional)
Objective: Ask for assistance when task becomes too difficult.
Instr. Mat.: STAR: LEM 6, 7, 8, 9, PP 20-21

Relationships/Responding in Social Situations — II B 10 PP (Social/Emotional)
Objective: Choose to join a peer group activity rather than staying by self.
Instr. Mat.:

Description of Student

Penny - Pre-schooler - 3-1/2 year old

- Ambulatory
- Needs to improve communication and interaction with peers and adults
- Self-help, does not toilet independently, messy slow eater needing encouragement
- Short attention span
- Needs constant parental supervision

Transition Statement

Penny will travel with parents to a restaurant, wash, eat, toilet and request food desired using age-appropriate behaviors.

Goals and Objectives

Self Help Skills/Feeding/Eating — D 1 18
Objective: Hold cup with both hands in drinking without aid. (Early Development Skills)
Instr. Mat.:

Self Help Skills/Feeding/Eating — D 1 21
Objective: Take spoon from plate to mouth with some spilling. (Early Development Skills)
Instr. Mat.:

Self Help Skills/Toileting — D 8 7
Objective: Verbalize toilet needs consistently. (Early Development Skills)
Instr. Mat.:

Self Help Skills/Toileting — D 8 12 F
Objective: Totally care for toileting needs including flushing toilet and washing and drying hands. (Early Development Skills)
Instr. Mat.:

Self Help Skills/Bathing — D 9 5
Objective: Wash hands using soap without assistance. (Early Development Skills)
Instr. Mat.:

Speech and Language Skills/Social Speech — F 4 1 F
Objective: Express wants and needs. (Early Development Skills)
Instr. Mat.:

Goals and Objectives (continued)

Speech and Language Skills/Social Speech — F 4 4
Objective: Ask for food at table.
Instr. Mat.: (Early Development Skills)

Speech and Language Skills/Social Speech — F 4 5
Objective: Vocalize toilet needs.
Instr. Mat.: (Early Development Skills)

Speech and Language Skills/Social Speech — F 4 6
Objective: Respond appropriately to questions involving choices.
Instr. Mat.: (Early Development Skills)

Speech and Language Skills/Social Speech — F 4 9 F
Objective: Show an interest in conversation of others.
Instr. Mat.: (Early Development Skills)

Description of Student

Greg - 10th grade boy

- Difficulty with responsibility, passive aggressive
- Spindly, asthma
- Low self-esteem, poor work attitude and skills
- Poor reading & writing
- Limited parent support both emotional and economic
- Likes automobiles

Transition Statement

With the help of a JTPA summer youth employment program, Greg will apply for and if accepted, work at a summer job in an automotive or related field. He will be evaluated by his supervisor and complete concurrent self-evaluations, producing a written report of progress for his work experience coordinator.

Goals and Objectives

Relationships/Expressing Feelings Objective: Respond appropriately to emotions in a social situation. Instr. Mat.: LMM: B-74, B-76 PLUS: LSN 4, PP 113-116 BSE: 3-21, PP 223	II C 8 FP (Social/Emotional)
Relationships/Self Management Objective: Accept responsibility for choices and effects. Instr. Mat.: BSE: 1-9, PP 87; 1-4, PP 77	II F 2 P (Social/Emotional)
Relationships/Self Management Objective: Describe and discuss causes, behavior and consequences of personality types: a. passive; b. assertive; c. aggressive. Instr. Mat.: STAR: SEC 6, PP 81-89; SEC 2, PP 5-15 PLUS: LSN 3, 4, 5, PP 8-16	II F 11 P (Social/Emotional)
Consumer Education/Financial Consumerism Objective: Demonstrate competency in ? of the following 6 situations when developing a weekly and monthly budget, with ? % accuracy: e. Have a record of the money spent; f. Set money aside for savings or emergency expenses. Instr. Mat.: LCCE: DL 1.4	VIII C 1e-f PC (Basic Living)

Goals and Objectives (continued)

Career Awareness — I A 12 FP (Career Education)
Objective: List 7 specific jobs available in community.
Instr. Mat.: LCCE: OG 18.83, 18.84
PATHS: MOD 2, COMP 1; COMP 4

Career Awareness — I A 23 FPC (Career Education)
Objective: List own strengths and weaknesses in behavior at home or in class and explain the relevance to successful work.
Instr. Mat.: LCCE: OG 19.92

Vocational Skills — VI A 6 PC (Career Education)
Objective: Participate in the following: vocational classes, work experience, regional occupation program, on the job training, volunteer work, transition or supported work program, job secured by student.
Instr. Mat.: BSE: 5-2, PP 309

Description of Student

Mary - 5th grade girl

- Reading 2nd grade level. No interest in developing reading skills.
- Math at grade level
- Poor auditory learner cannot follow verbal directions well
- Short attention span and poor performance on homework
- Poor retention
- Varied interests - likes hands on activities

Transition Statement

Mary will successfully follow verbal directions given sequentially in the performance and completion of computer classroom activities. She will view video tapes or film strips on a selected topic; then read a book on the subject and give an oral report by reading the book report on tape and playing it back.

Goals and Objectives

Auditory Perceptual Skills — IV A 8 F
Objective: Follow a series of ? directions. — (Psycho-Perceptual Skills)
Instr. Mat.:

Leisure Activities — VII G 1-2 FPC
Objective: Participate in art activities in ? of the 11 following situations: — (Basic Living)
1. Sketch, draw, or paint.
2. Sculpt or do other constructions.
Instr. Mat.:

Work Habits/Independent Work — I B 5 FP
Objective: Ask for assistance when task becomes too difficult. — (Social/Emotional)
Instr. Mat.: STAR: LSN 6, 7, 8, 9, PP 20-35

Work Habits/Independent Work — I B 11 F
Objective: Complete and turn in ? homework assignment(s) on time. — (Social/Emotional)
Instr. Mat.:

Description of Student

Jill - 7th grade girl Resource Specialist Program

- Rejects criticism
- Sloppy, incomplete work
- Very immature (emotionally)
- Often interupts with loud comments
- Limited math skills
- Good artist, constantly rearranges classroom

Transition Statement

Jill will participate in school year book activities, accepting responsibility for layout and graphics, cooperating with the editor, staff and advisor. She will visit the local newspaper graphics department and explore career possibilities in that field by listing job titles and duties.

Goals and Objectives

Leisure Activities — VII F 3-4 FPC (Basic Living)
Objective: Participate in craft activities in ? of the 12 following situations:
3. Commemorate holidays or special personal days.
4. Demonstrate artistic abilities through creation of crafts.
Instr. Mat.:

Work Habits/Task Completion — I A 5 FP (Social/Emotional)
Objective: Submit neat work.
Instr. Mat.:

Work Habits/Task Completion — I A 7 FP (Social/Emotional)
Objective: Organize work materials.
Instr. Mat.:

Work Habits/Accepting/Rejecting Criticism — I D 1 FP (Social/Emotional)
Objective: Exhibit a positive attitude by attempting to correct behavior or error after being criticized.
Instr. Mat.: PLUS: P.S.-LSN 15, PP 155-157

Goals and Objectives (continued)

Work Habits/Accepting/Rejecting Criticism — I D 3 FPC (Social/Emotional)

Objective: Accept/reject criticism without showing feelings of dislike for the other person.

Instr. Mat.: PLUS: LSN 26, PP 91-95
STAR: SEC 4, PP 50-72
DGF: PP 37

Relationships/Expressing Feelings — II C 8 FP (Social/Emotional)

Objective: Respond appropriately to emotions in a social situation.

Instr. Mat.: LNM: B-74, B-76
PLUS: LSN 4, PP 113-116
BSE: 3-21, PP 223

APPENDIX G

DESCRIPTION OF INSTRUCTIONAL MATERIALS

The title of the resource materials are listed in this section along with an overview of the contents of the material, and the source for ordering the material. The abbreviation used in this curriculum is indicated on the left.

BSE BUILDING SELF ESTEEM

Author: Robert W. Reasoner

Overview: A comprehensive program that involves teachers and parents in fostering a high level of self-esteem in students in Kindergarten through Grade 8. Teaching materials are designed to increase student's motivation and self-concept with over 500 activities included in the program. Manual has both a teachers guide and student worksheets to address the following five areas:

1. a sense of security
2. a sense of identity or a self-concept
3. a sense of belonging
4. a sense of purpose, and
5. a sense of personal competence

These five characteristics have been identified as key elements in those individuals who approach problems with confidence, who work toward the accomplishment of specific goals, and who demonstrate the ability to achieve a high degree of success in whatever they do.

Source: Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306
(415) 857-1444

DGF DON'T GET FIRED,

Author: D. Anema

Overview: Thirteen dramas portray young adult employees who jeopardize their jobs by exhibiting irresponsibility, lazinesss, surliness, dishonesty, and other traits guaranteed to irk their employer. The stories are presented in a photo-dialogue format. The series offers positive practical tips to demonstrate good job keeping behaviors. Skill exercises, comprehension, and discussion questions follow each story. Teacher's Manual available.

Field Notes: A good resource for students who have been fired and are about to re-enter the job market. A good resource for related instruction for work experience. Good photos and realistic problems are included. Best results obtained for learning disabled (special day class students) if teacher reads dramas orally. A must for preparing students for On-the-Job Training.

Sources: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

Lakeshore Curriculum Materials
P. O. Box 6261
Carson, CA 90749
(800) 262-1777

GH GET HIRED,

Author: D. Anema

Overview: Thirteen dramas portray young adult employees who demonstrate positive on-the-job behavior and how to best present your aptitude and abilities to land a job. Each story presents relevant information about the working conditions and duties pertinent to the jobs highlighted. Practical tips include: "Offer Your Best Ability", "Check out Business Needs", and "See Someone Who Counts".

Field Notes: Written in good detail. Good basic information on how to be hired. Good examples of how to impress the employer. For special day class students, best results if teacher reads dramas aloud .

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

HOW TO HOW TO GET A JOB AND KEEP IT

Author: D. Gable

Overview: Illustrated skillbook teaches good procedures for finding and applying for a job as well as work maturity skills. The following areas are presented: planning to get a job, finding a job, completing the job application, interviewing for the job, taking vocational tests, working on the job, keeping your job, and changing your job.

Source: Steck-Vaughn
Division of National Education Corp.
P. O. Box 2028
Austin, Texas 78768
(800) 531-5015

JBD BECOMING A DRIVER,

Author: R. Grevel, P. Pogrund

Overview: Skillbook activities provide students with an understanding of the responsibilities that come with driving a car. This is done by real-life examples which challenge and test the reading. Subject matter includes: how to shop for insurance, how to get repair estimates, how to report accidents accurately.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

JCAP CAREER EDUCATION PLUS,

Author: Stuart E. Schwarts, Ed.D.

Overview: Career exploration activities in four locations common to most communities. The locations/job sites are: Stores, Restaurants, Hospital, Hotel/Motels.

Skillbooks are planned to improve vocabulary and reading comprehension skills at the same time. Each job book examines seven different jobs at the location/job site by discussing working conditions, nature of the job, and how it is performed. The books encourage student involvement in making their own career choices. Teacher manual included.

The nine units include 3 skill books each.
Store: words, word cards, jobs
Hospital: words, word cards, jobs
Restaurant: words, word cards, jobs
Hotel/Motels: words, word cards, jobs

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

JFSUC FINDING A GOOD USED CAR.

Author: W. Fletcher, F. Kelly

Overview: High interest information skillbook which stresses reading vocabulary and comprehension. Includes both technically accurate and completely practical information about the following: types of cars, important auto components, where and how to buy for a used car, and how to road test. Teacher manual included.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, Ca. 94545
(800) 227-2375

JGA GETTING AROUND, Units 1-8

Author: Winifred Bo Anderson

Overview: Activities assist students to overcome fear and uncertainty in trying to get around their home town. Skillbook includes a progression of finding their way around their own neighborhood to more complex activities such as reading building directories, compass directions, street maps, bus routes and schedules. Teacher manual included.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, Ca. 94545
(800) 227-2375

JH HELP, Units 1-10

Overview: Provides four steps to first aid in a non-frightening out-of-text manner. Activities cover the following minor medical emergencies: electrical shock, burns, insect bites, heat stroke, and animal bites. Teacher manual included.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, Ca. 94545
(800) 227-2375

-more-

JJIG **Job Interview Guide, Interviews 1-15**

Author: A. Livingstone

Overview: Outlines do's and don'ts of the job interview process. The basics of interviewing (grooming, manners, speech, and preparation) are introduced. Fifteen realistic interviews are depicted in action photos and easy-to-read dialogue. Questions, exercises, and activities for reinforcement are included.

Field Notes: Good communication and skill development. A chance for students to see things from the employer's point of view. For maximum effectiveness have teacher and aide read dramas orally to class. Good interview techniques and mock interview practices.

Sources: Jamus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2278

Interstate Curriculum Materials
P. O. Box 6251
Carson, CA 90749
(800) 262-1777

Opportunities for Learning, Inc.
20417 Nordhoff St.
Chatsworth, CA 91311
(818) 341-2333 collect

JP JOB PLANNER.

Author: W. Jay & S. Tong

Overview: Career planning publication which provides self-scoring inventories of work interests, career goals, personal plans, values, attitudes, working conditions, self-esteem, confidence, and personality. The inventory scores are referenced to eight different types of work. The guide keyed to these eight areas describe more than 60 jobs open to persons leaving high school. Teacher's manual available.

Field Notes: Outstanding. Good for beginning job exploration with learning disabled (resource specialist program) and hard of hearing students. Good basic interest and values inventories to use with orthopedically handicapped students. Content is appropriate, but a little difficult for special day class students. Add to it with films, etc.

Sources: Jamar Book Publishers
2321 Industrial Parkway West
Hayward, CA. 94545
(800) 227-1278

Lakeshore Curriculum Materials
P. O. Box 6261
Carson, CA 90749
(800) 262-1777

JWFD READING AND FOLLOWING DIRECTIONS.

Author: Winifred Wu Anderson

Overview: Skillbook activities teach the work related skill of reading for directions or detail information which permits making and assembling things. Provides vocabulary for consumer and employee safety. Includes practice activities for each unit. Teacher manual included.

Source: Jamar Book Publishers
2321 Industrial Parkway West
Hayward, CA. 94545
(800) 227-1278

JR4 READING A NEWSPAPER.

Author: P. Learned, N. J. Randall

Overview: High interest information skillbook for improving reading skills while learning how to get the most out of their local newspaper. Tasks include: identifying main ideas, supporting details in story, locating entertaining features, and reading various types of advertising. Teachers manual included.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

JR6 READING SCHEDULES.

Author: M. Brenkerman

Overview: Teaches students about different kinds of schedules and how reading these schedules can open new doors. Students learn to read time and understand the abbreviations on calendars, bus schedules, class schedules, movie and TV listings. Practical activities apply to the information taught. Humorous graphics included. Teacher's manual available.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

JR10 TIME CARDS AND PAY CHECKS.

Author: S. Rand

Overview: Curriculum guide focuses on two basic work issues: using time cards and understanding paychecks. Presents math concepts necessary to accurately record hours worked, compute income based on hourly pay, and account for deductions. Students learn how to calculate gross pay from time cards, and about taxes, union dues, and other payroll deductions. Teacher's Manual available.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

JUPB USING THE PHONE BOOK

Author: P. Bundlach and K. Kelsey

Overview: Activities teach students applied alphabetical-order skills; six clues to finding a phone number, how to use the yellow pages, and what is found in the index. This skillbook permits students to take advantage of their local phone book. Teacher's Manual available.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

JUWA USING THE WANT ADS,

Author: W. Jew & R. Tong

Overview: Helps students become familiar with the abbreviated, often confusing language of the classified section. The activity-oriented presentation motivates students to learn how to read and write want ads. Teacher's Manual available.

Source: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA. 94545
(800) 227-2375

LC 21-24 AMAZING ADVENTURES OF HARVEY CRUMBAKER, Lesson 1-20

Overview: Four binders of 12 lesson areas each. Reproducible lessons (120), forms, worksheets, cartoons, and role playing activities are included. Binder unit titles are:
LC 21 Filling Out Forms and Following Directions (Unit 1),
LC 22 Coping as a Consumer (Unit 2),
LC 23 On the Job (Unit 3), and
LC 24 Everyday Communications (Unit 4).
Each unit relates the numerous adventures of Harvey Crumbaker, a teenager who learns by making mistakes. Reading, spelling, and writing skills are addressed. Each unit contains a dictionary of vocabulary terms related to subject matter.

Source: Lakeshore Curriculum Materials
P. O. Box 6261
Carson, CA 90749
(800) 262-1777

LCCE LIFE CENTERED CAREER EDUCATION

Domains: Daily Living Skills (DL)
Occupational Guidance & Preparation (OG)
Competency: (1-22)
Subcompetency: (1-102)
Life Centered Career Education (B)
(original book)
Activity Book 1, Elementary
(book color is Green)
Activity Book 2, Secondary
(book color is Red)

Authors: Life Center Career Education, A Competency Based Approach; Edited by Don E. Brolin.

Life Centered Career Education Activity Books 1 and 2; Lynda G. Glasoe, Lynn S. Miller, Charles J. Kokaska

Overview: A detailed career education competency system which includes: academic components, objective, activities and examples, follow-up and/or evaluation, additional related activities. Teaching aids include scope and sequence chart, detailed teaching instructions along with parent/adult support activities to enhance learning. Each referencing can be utilized in the three curriculum handbooks to lead teachers to numerous activities for various age levels.

Source: ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children CEC

Also available on loan through:
Vocational and Occupational Information Center for Educators (VOICE)
721 Capital Mall
Sacramento, CA 95814
Phone: (916) 445-0401

Referencing example: LCCE: OG, 19.07

LMA — LAUNCH LAB, Skill Areas A-H
Laboratory Activities to Understand and Nurture Choosing

Author: Newport Mesa Unified School District
ESEA Title IV-C Grant

Overview: A manual of strategies and activities which enhance decision-making skills in elementary students. It is designed to assist school personnel in the implementation of an introductory career guidance program at the elementary level K-5.

Source: Newport-Mesa Unified School District
P. O. Box 1368
Newport Beach, CA 92663
(714) 760-3295
Contact Person: Carrie Eggleston

PATHS — PATHS TO ENTERING THE JOB MARKET, Modules 1-6, Competency 1-4 Worksheets

Author: D. Bissonette-Lamendella

Overview: A manual with both teacher background notes and student materials. The curriculum materials address the following areas: Job Market Issues, Job Market Research, Contacting Employers, Resumes and Applications, Job Interviews, The World of Work. The teacher notes section includes: Introduction, Listing of Competencies, Pre-Post Test, Discussion of Student Materials.

Source: Milt Wright and Associates
17624 Nomar Street
Northridge, CA 91325
(818) 349-0858

PLUS PROMOTING LEARNING AND UNDERSTANDING OF SELF

Author: Irvine Unified School District

Overview: Developed through a Title IV-C grant, this program is a collection of life skills designed to improve academic achievement, behavior, and self-concept of high school students. Curriculum guide contains assertive communication and social skills, problem solving, and stress management. Each guide section includes 29 lessons which can be taught in a variety of settings and includes ready-made activities to teach specific skills. Each lesson identifies the lesson objective, behavior objective, materials needed, and activities. Experimental activities include plays, short stories, role-playing scripts, and stress management exercises.

Field Notes: Excellent, inexpensive. Material must be read to special day class students. Excellent passive, aggressive, assertive communication unit. Each component can be taught separately, sequentially, or simultaneously.

Source: Irvine Unified School District
Guidance Project
31-B West Yale Loop
Irvine, CA 92714
(714) 552-4882

SOL JOB AWARENESS INVENTORY, Level Number 1-4
(Formerly Titled "Slice of Life")

Author: Teen Makowski
Fremont Unified School District

Overview: Program designed primarily for the learning disabled student, but is applicable to other handicapped students. Vocational development program based on four components: career education, career and vocational assessment, vocational skill training, and vocational placement. Kit contains individualized, task-oriented lessons which can be presented as a separate unit of instruction or infused into the basic curriculum.

Source: Mafax Associates, Inc.
P. O. Box 519
Johnstown, PA 15907
(814) 535-3597

STAR SOCIAL THINKING AND REASONING

Author: Irvine Unified School District

Overview: Program to teach students critical social skills to improve academic achievement, discipline, self-concept, and prevent drug abuse. Program contains a curriculum of 50 lessons in social communication skills, understanding differing personality styles, and relaxation skills. Program contains a Curriculum Guide and skills, lessons, visual aide charts, student workbooks, task cards, and audiotapes with workbook for independent practice. Both a Student Handbook and Parent Handbook are included.

Field Notes: Excellent. Aids in planning curriculum. Can be used with small groups or regular classrooms.

Source: Irvine Unified School District
Guidance Project
31-B West Yale Loop
Irvine, CA 92714
(714) 552-4882

SUCWK SUCCESS AT WORK

Author: R. L. Teal

Overview: Designed to provide prevocational information, build positive work attitudes, and strengthen interpersonal communication skills on the job. Presents informative audio dramas in career development followed by student activities to reinforce reading skills and improve comprehension. A glossary is included to define difficult vocabulary. A separate answer key to the student activities is available.

Source: Steck-Vaughn
Division of National Education Corp.
P. O. Box 2028
Austin, Texas 78768
(800) 531-5015

APPENDIX H

IEP GOALS AND OBJECTIVES

- A Format for Printing Goals and Objectives from Computer Files

IEP OF ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES*

Student's Name _____ Date __/__/__ Page ___ of ___

Annual Goals	Expected Performance & Criteria	Evaluation Procedure	Date to be Evaluated	Results and Date
Improve skills in:	Student will:			

* Format matches print specifications included on Transition Curriculum Apple c and IBM c software. Spaces above and below the goals and objectives columns can be used for directions or information required by users IEP systems.

Education Transition Center

Projects on Sale!

Analysis of Role-Shifting Patterns in Transition, by Joseph J. Pasanella and Thomas I. Justice, softcover, 47 pp.

$10.00

Building Bridges: Strategies for Parent-Professional Collaboration Training for Transition, by Marlene A. Dick, Lois Moulin, Susan Pellegrini, and Jeri Traub, softcover, 50 pp.

$20.00

Collaborative Transition Planning Systems in Los Angeles County, by Bill Whitmore, softcover, 130 pp.

$20.00

A Needs Assessment for Adults with Learning Disabilities, by the Rehabilitation Center for Brain Dysfunction, Inc., softcover, 95 pp.

$15.00

Synthesis of Individual Transition Plans: Format and Process, by Kathleen LaMar and Bill Rosenberg, softcover, 128 pp.

$20.00

Model Curriculum Emphasizing Transition: Planning Guide for Students with Mild Disabilities, by Lee Anderson, shrink-wrapped, 412 pp, 9 discs (Apple IIe and IBM).

$25.00

A Curriculum Guide for Transition: An Adaptation of the Individualized Critical Skills Model for Students with Mild Disabilities, by Janet Wright, softcover, 70 pp.

$10.00

Orange County Transition Products, by Beverly Huff, Linda O'Neal, Barbara Vali, Masha Burgess, and Michele Lovenduski:

Orange County Special Needs Services Directory, 220 pp.
Transition, softcover, 50 pp.
Transition Reference Guide, softcover, 9 pp.
Vocational/Employment Preparation, brochure

$20.00

A Collaborative Transition Planning System for Rural Communities: Butte County SELPA Case Study, by Frank Terstegge, softcover, 200 pp.

$20.00

Instructional Strategies for Special Education Students in Regular Vocational Classes: A Pre-Service Handbook, by Charles Kokaska and Leonard Albright, softcover, 96 pp.

$17.50

ORDER FORM

I would like to order:* _____

Name/title: _____

Address: _____

City/State/Zip: _____

Phone: _____

RiSE

Available from Resources in Special Education, (RiSE)
650 University Avenue, Room 201
Sacramento, CA 95825

IMPORTANT: Please see attached instructions to purchase these items.

TO BORROW: Please contact Velda Ruddock, Information Dissemination Specialist 916/921-0521.